

A stylized, high-contrast illustration of an American flag serves as the background. The top portion features a field of stars, while the lower portion is dominated by bold, diagonal stripes. The entire composition is framed by a thick, hand-drawn black border.

School and Community

FEBRUARY
VOL. XV 1929

No. 2

THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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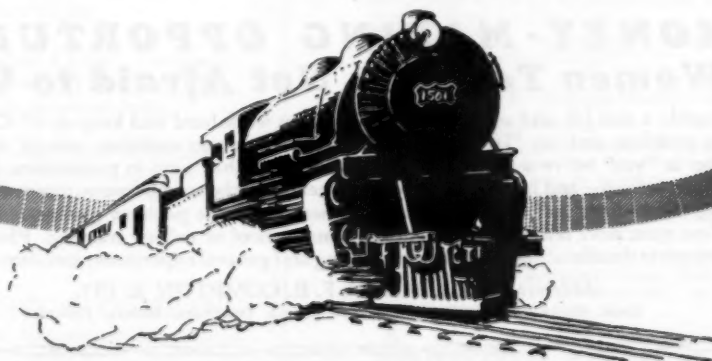
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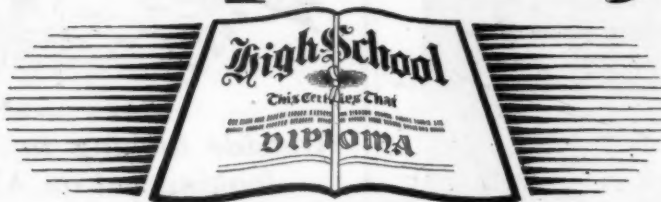
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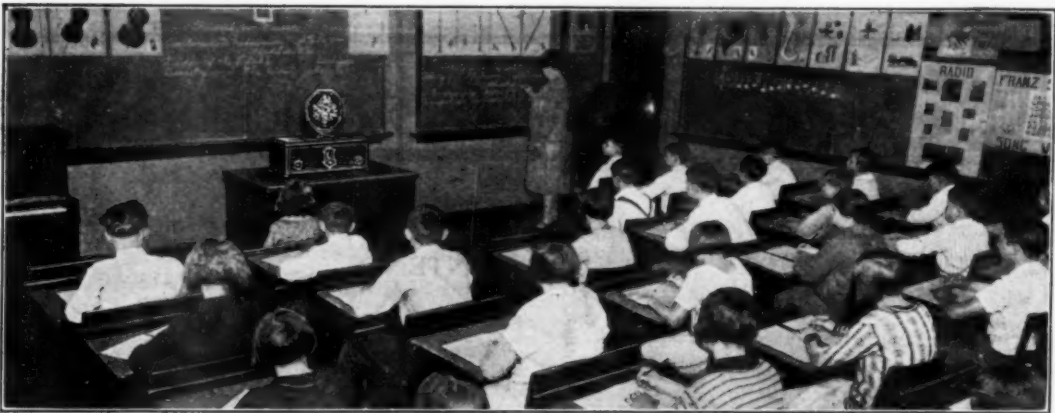
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EDITORIALS

BAFFLING and complex as it may appear this title is very simple.

Catostomus commersoni is but another name for the common sucker, a poor fish that inhabits the land and takes the bait first and a thought afterward. This piscatorial species is the joy of book agents, the happiness of the fake stock salesman, and the sustenance of shysters. It is captured easily by those who devote sufficient time and care to the equipment it fancies. So it is observed that these professional anglers prefer a bait that is valueless so that they may devote more of their means to the tackle. This equipment consists of a smiling face and a happy but serious attitude, a series of letters sometimes purchased from "prominent" citizens and organizations but usually faked, and a tongue well oiled with flattery and stock compliments.

The Catostomus commersoni is a vain fish and before it will bite it must be adroitly flattered; its "intelligence" must be appealed to, its real worth must be recognized, its prominence acknowledged, and its careful astuteness given due credit. With these preliminaries carefully done the bait is not at all a serious matter, for the distinguishing characteristic of this particular fish is to bite and then think. It cannot be taught the meaning of the old adage, "Investigate before you invest."

Of course those who aspire to be teachers can never be classed as com-

mon suckers. They know that any thing worth investing in will wait for an investigation.

DO YOU ever consider declaring a little time off to take stock, as it wee, of what you read? What is your measurement by the reading yard stick?

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Is my magazine reading trite? At least one good magazine should be taken in every home; highly entertaining reading has a place but who wants to be just of the one-cylinder type these days?

"Reading with a purpose" is a meaningful phrase. One's interests,

his thinking, his conversation, and his contacts are greatly influenced by his reading. Whether one chooses to take the "Five foot shelf" method, or "Three cents a day keeps boredom away," it matters not, if he wills to improve the quality of the use of his leisure hours.

Schools attempt much and offer opportunities for improvement; the big part of education is the appreciation and attitudes toward life and people that continue to improve in after-school years. If one's education is to continue, he must grow and develop with the changing trends of the time.

Let us take stock then and answer with fairness and satisfaction to ourselves—"What am I doing to identify myself with good literature that gives me new thoughts and renewed mental stamina?"

RUTH NORRIS,

Librarian, Henry C. Kumpf School
Kansas City

APPARENTLY THERE is a considerable increase in the use of tobacco in the high school among boys and perhaps among the girls also. This is a matter of grave concern in which parents and teachers should take a vital interest. The State Department of Public Schools will lend its support to any proper movement that will reduce this use. From **TOBACCO IN THE HIGH SCHOOL.** the first, abstinence from tobacco has been one of the conditions of the winning the "M" which is offered by the state. The same requirement should be made for the winning of all high school letters. Smoking is contrary to high school training rules and any boy who is known to smoke should not be given his letter.

We have many studies covering lung capacity, heart rate, steadiness of nerves, conduct, and scholarship, all of which show that smoking is injurious to high school pupils. During the war sharp-shooting tests showed that smoking reduced the accuracy of sharp-shooters about 12%. In a series of tests made by the School of Physical Education at Springfield, Massachusetts, in which college students were tested in accuracy of baseball pitching before and after smoking, practically the same result was found—a decrease of 12% in accuracy.

Probably the most careful study that has been made on tobacco is the study by Professor O'Shea of the University of Wisconsin which has appeared in a book form under the title of "Tobacco and Mental Efficiency."

Professor O'Shea in 1923 reviewed all the leading studies on the subject, got the opinion of high school principals throughout the United States, gathered statistics of scholarship from 206 high schools and got the direct testimony of two thousand students located in many different schools.

Some of the conclusions from his study are: that "the scholarship of the smokers is uniformly lower than that of non-smokers in all high schools; that they show a larger percentage of nervous and similar disorders; that they furnish most of the cases of discipline; that a much smaller proportion of them are doing distinctively good work, and a much larger percentage than normal are doing inferior work and having to repeat grades."

A study made in Bloomington, Indiana, showed that in practically all high school grades in Bloomington,

smokers averaged from one to two years older than non-smokers.

The Literary Digest in a study reported on August 8, 1914, says that although five out of six Harvard students smoke, not one tobacco user in fifty years has stood at the head of the class.

A study reported in the New York Medical Journal, 1914, indicates that tobacco smoking reduces the mental efficiency of the smokers 10.5%.

Professor O'Shea's study shows that many of the tobacco users were superior students before beginning its use, but that their scholarship fell off almost uniformly afterwards, and that it generally became poorer as the student became more addicted. He states "one cannot go over reports from these 206 schools without form-

ing the conviction that tobacco is either directly or indirectly playing a tragic role in the high school."

In reviewing the study of the two thousand high school students he says "treating the two thousand pupils, smokers and non-smokers, in the manner indicated, the results reveals a correlation between smoking and scholarship of -.51."

Carrying this investigation into the psychological laboratory for college students the results show that tobacco smoking raised the pulse rate and made the nerves less steady in nearly every case. In a series of studies covering muscular fatigue and a series of nine mental tests, it was found that smoking reduced the mental efficiency of the college students tested by 5.13%.

—H. S. Curtis.

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IF YOU HAVE fully decided that you do not need insurance, or that you do not want it, then these words are not for you.

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By this plan teachers may insure their lives in any sum from one thousand to five thousand dollars at the rate of six dollars per thousand, plus one dollar policy fee.

Despite the hundreds that have taken this insurance during the year and a half of its existence, we are sure that there are as many more who should have it.

Your Executive Committee is strengthening the policy from time to time by making more stringent the rules for its issuance. The age limit of sixty was put on a few months ago, and recently the

Committee passed a resolution to require a Health Certificate from all who apply for insurance after June 1st, 1929.

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Mrs. Lucile Edmonds, Festus, Missouri.
Helen Mueller Gromer, and daughter, Helen Jane Samuel Gromer, Augusta, Missouri.
Winifred E. Gallagher, 2617 Market Place, St. Louis, Missouri.

Mrs. Anna May Macdonald, Lecom, Missouri.

Gladys Hidey, 3115 Potomac, St. Louis, Missouri.

Marie C. Civill, 4428 Elmbank Avenue, St. Louis, Missouri.

You will find blank form for application on page 126 of this magazine.

A LEGISLATIVE PROGRAM for THE PUBLIC SCHOOLS OF MISSOURI

A REPRINT of several pages of a Bulletin entitled "A Legislative Program for The Public Schools of Missouri," issued by the M. S. T. A. and addressed to Governor H. S. Caulfield and the Members of the Fifty-fifth General Assembly, is contained in the following pages.

Chapter One, with graphs apropos thereto, was printed in the January issue. That chapter together with these constitute the complete bulletin with the exception of the Appendix which contained extensive tabulations of data of interest to those who wish to verify the statements and sources of

statements contained in the reading matter.

It is hoped that each reader of the School and Community will familiarize himself with this material so that he may talk it intelligently. There are in your community many public spirited citizens who will be interested in this material. Will you please see that they have an opportunity to read it.

Free and fair discussion is always the friend to progress. Justice will be done only when the rank and file of the citizens know that it is not being done. Your assistance in this work is needed. It will be appreciated.

SUMMARY OF CHAPTER ONE

1. The people of Missouri have been demanding increased educational facilities, which demand has led to a great increase in elementary school enrollment and a phenomenal increase in the high school enrollment during the last fifteen years.

2. Due to increased demand for educational advantages and to the decrease in the purchasing power of the dollar since the World War, local communities have increased their expenditures for the support of education, from about \$14,000,000.00 in 1913 to approximately \$51,000,000 in 1927.

3. During this period the State of Missouri has not only made no corresponding increase in its contribution to the support of public education but has, so far as all the schools of the state are concerned, decreased its allotment.

4. This decline in the proportionate contribution of the State toward the

support of education has left a large number of the school districts of the State absolutely unable, under the constitutional limitations on taxation for school purposes, to supply the kind of education the people demand.

5. The variations in wealth among the school districts of Missouri are such that it is impossible to have even a minimum standard of schools throughout the entire state unless the state increases its appropriation for education in such a way that the burden of educational support will be equalized.

6. The figures presented in this chapter show that the problem of increased state support applies to all classes of high school districts as well as to the rural schools of the state. The problem then is one of equalizing educational support and educational opportunities for all classes of school districts in Missouri.

CHAPTER TWO

THE PROPOSED SOLUTION

The Twofold Problem

Facts presented in the preceding chapter show clearly that there is a twofold educational problem in Missouri and that unless it is solved we shall not be able to have a system of schools for Missouri in the sense of providing a minimum standard of educational opportunities for all the boys and girls of the state. This twofold problem, it was pointed out, lies first of all in the fact that the contribution of the State toward the support of education has decreased while the demand for education has grown and the purchasing power of the dollar has declined.

In the second place it lies in the fact that due to inequalities in ability to support education a large number of school districts of the state are unable to support a minimum standard of public education, irrespective of the type of educational organization which might be provided, without resorting to a rate of taxation which would practically amount to confiscation. Such a rate of taxation is of course not legally possible because the maximum tax rate that may be levied for school purposes is defined in the constitution as \$1.00 on each hundred dollars assessed valuation for city school districts and 65 cents for rural school districts.

Solution Primarily Financial

Upon the solution of this problem, which is primarily financial, depends practically the entire future development of public education in Missouri, except in a relatively small number of wealthy districts. With the great variations in wealth which have been

pointed out, it is absolutely impossible for a large number of school districts in the state to maintain the kind of schools that boys and girls living in the State of Missouri should have by any decent standard which might be adopted. The legislative program presented is therefore primarily a financial program. It is a program which involves every school district in the state. It aims to relieve the financial pressure under which many of the school districts now labor with the constitutional limits imposed, and in the second place it aims to equalize educational opportunities in Missouri. It should be pointed out that the solution here presented does not involve any radical shift in the plan of educational organization now in effect in Missouri. This fact should be clearly understood by those who consider this program. It is based on the belief that changes in educational organization, changes in the size of school districts, changes in the manner of supervision and administration of school districts should be matters of gradual development and not of revolution. It is based on the belief that upon the building of thousands of miles of good roads in Missouri and the remarkably rapid enlargement of the size of community boundaries, we may at some time in the future face the possibility of school districts far larger than we are willing to conceive of at the present time. By leaving the matter of district organization open to the process of gradual development and free from restrictions which would fix the district boundaries for all time in the future, the way is left open for continued growth in the future just as we have had it in the past.

The Proposed Solution

The program based on these principles is in brief as follows:

FIRST: INCREASE THE PUBLIC SCHOOL FUND TO \$8,000,000.00 TO BE DISTRIBUTED (AFTER PROMOTIONAL AIDS ARE DEDUCTED) AMONG ALL SCHOOL DISTRICTS OF THE STATE IRRESPECTIVE OF SIZE, CLASS, OR TYPE OF ORGANIZATION, ON THE BASIS OF THE NUMBER OF TEACHERS EMPLOYED AND THE TOTAL NUMBER OF DAYS ATTENDED BY ALL PUPILS AS NOW PROVIDED BY SECTION 11,179.

SECOND: PROVIDE AN EQUALIZATION FUND TO BE USED AS FOLLOWS:

A. IN DISTRICTS MAINTAINING A FIRST CLASS HIGH SCHOOL AN AMOUNT SUFFICIENT TO PRODUCE \$60.00 PER CHILD IN AVERAGE DAILY ATTENDANCE WHEN ADDED TO THE AMOUNT PRODUCED PER CHILD IN AVERAGE DAILY ATTENDANCE BY A 65 CENT LEVY ON EACH \$100.00 OF ASSESSED VALUATION OF THE PROPERTY OF THE DISTRICT AND SUCH OTHER REVENUES AS THE DISTRICT MAY RECEIVE.

B. IN DISTRICTS MAINTAINING A SECOND CLASS OR THIRD CLASS HIGH SCHOOL AN AMOUNT SUFFICIENT TO PRODUCE \$50.00 PER CHILD IN AVERAGE DAILY ATTENDANCE WHEN ADDED TO THE AMOUNT PRODUCED PER CHILD IN AVERAGE DAILY ATTENDANCE BY A 65 CENT LEVY ON THE PROPERTY OF THE DISTRICT AND SUCH OTHER REVENUES AS THE DISTRICT MAY RECEIVE.

THIRD: ELIMINATE THE WASTE INCIDENT TO SMALL SCHOOLS BY PROVIDING FOR THE ENLARGEMENT AND CONSOLIDATION OF SCHOOL DISTRICTS WHEN IN THE JUDGMENT OF THE QUALIFIED VOTERS AFFECTED SUCH ENLARGEMENT AND CONSOLIDATION WILL RESULT IN INCREASED EDUCATIONAL EFFICIENCY AND ECONOMY OF ADMINISTRATION.

The Large Fund for All Districts

The first element in the solution suggested above; namely, an increase of the public school fund to \$8,000,000.00 will materially assist in solving both of the problems presented in Chapter I.

It will first of all, go a long way toward relieving the financial stringency under which a large number of the school districts of the state now labor.

The first of these proposals will also aid in the equalization of educational opportunity throughout the state, because it will provide a contribution of approximately \$13.00 per child in average daily attendance for all the districts in the state. This will amount to more than one-fifth of the minimum standard program which the legislation herein recommended is intended to provide.

The question may arise as to why it is proposed to provide for such a large fund to be distributed on an equitable basis to all the school districts of the state rather than to provide a fund to be distributed solely on the basis of need to the poor districts of the state.

The answer to that question is a two-fold answer. In the first place, the distribution of approximately \$13.00

per child to all school districts will be a substantial step in the direction of the equalization of education, because each district will have this amount from the state to build on.

In the second place, this large fund should be distributed to all districts, because of the fact that all the school districts in the state are to contribute to it through some form of taxation. It is only just that some return should, therefore, be made to every district.

This would enable the wealthier districts either to increase their educational program or to reduce the rate of local taxation.

The Equalization Fund

The second step of the program provides for an equalization fund which will go to certain districts in the state maintaining approved high schools. Districts maintaining second and third class high schools will receive equalization up to \$50.00 per child in average daily attendance and districts maintaining first class high schools will receive equalization up to \$60.00 per child in average daily attendance. Careful calculations have shown that this measure will ultimately make possible a minimum standard first class four-year high school for most existing high school districts and for consolidated schools which may be formed in the future. The Fifty-third General Assembly passed a special consolidated school aid law which aimed to guarantee at least an eight months school term and a third class high school to every consolidated school district in Missouri. Since the passage of this law, as was pointed out in Chapter I, a very large portion of the state school fund has been used to pay this equalization aid to consolidated districts. The weak point in this law, so

far as the whole state is concerned, is that it applies only to one class of school districts of the state; namely, those that may come under the particular provisions of the consolidated school-law. The facts presented in Chapter I show that variations in ability to support education are as great among districts that do not come under this law as they are in those formed under its provisions. The second measure here recommended, then, is simply extending the provisions of this equalization law passed four years ago to all the districts in the state maintaining approved high schools and providing further that the amount of equalization money shall be such that any district maintaining a first class high school shall receive equalization money up to \$60.00 per pupil in average daily attendance instead of \$50.00 as was provided in the measure of 1925. It should also be pointed out that the measure here recommended would provide for equalization money on the basis of a tax of sixty-five cents on the \$100.00 for all districts in the state maintaining approved high schools. Such a provision would greatly stimulate the enlargement of existing districts because the minimum program of high school education would be provided on the basis of a sixty-five cent levy. Under the existing contribution which the state makes to school support in Missouri, it is impossible for all except a very few districts in the state to maintain elementary schools and a first class high school with the tax rate materially less than one hundred cents on the hundred dollars valuation. This situation operates to hinder seriously the enlargement of existing high school districts by the addition of adjacent territory. The

distribution of equalization money on the basis of a sixty-five cent levy would not prevent districts, wishing to offer more extensive educational facilities than a sixty-five cent levy would provide from levying, with the approval of the voters, a higher rate within the constitutional limits. The general effect of this basis of equalization would be to stimulate annexation and consolidation.

Equalization the Important Objective

Both the first and second measures recommended have as their primary function the equalization of educational opportunity. This is coming to be recognized as the primary object of the state's contribution to educational support. It is conceivable that there may be occasions from time to time when the state may wish to encourage the establishment of particular types of training. Such promotional aids, however, very frequently go to the districts least in need of state aid and serve to increase rather than to diminish educational inequalities in the state. In Missouri numerous instances could be shown where the effect of special promotional aids has been to grant money to districts that were least in need of financial assistance.

Reorganization Through Gradual Growth Rather Than Compulsion

The third of the legislative measures recommended has to do with a better educational organization for the State of Missouri. Every citizen of the state is familiar with the fact that we have 8,000 one-teacher rural schools where the attendance varies from one or two pupils up to fifty or sixty and where the daily attendance

averages less than twenty. Employing one teacher for an average daily attendance of twenty pupils is obviously and clearly an extravagance. In many of the larger cities of the country an average daily attendance of forty pupils for each teacher is set as the standard for every classroom. It may not be possible even to approximate an average daily attendance of forty pupils for every teacher in the state but certainly hundreds and thousands of dollars may be saved by a reorganization which will produce districts with larger numbers of pupils so that each teacher in the state will be taking care of a number of pupils sufficiently large to produce economical instruction.

It might be possible to enact a reorganization measure at the present time which would amount to a mandate for the immediate reorganization of all the one teacher schools of the state. However, such a measure would meet with enormous objection from a great deal of the territory affected because of the social adjustments that have been made in connection with present one room rural schools and because of the difficulty of establishing the new relations which would make possible a successful consolidated school. As has been previously stated the third of the recommendations in this chapter does not involve any wholesale or immediate reorganization of any of the territory in Missouri. It provides for a gradual development out of which will grow in time districts of such size that it will be economical to provide in each one of them standard elementary and secondary educational facilities. Such a method of changing the size of school districts in Missouri and the type of organization under which school dis-

tricts operate involve no high handed compulsion of any kind. No group of people will be forced into a consolidation until a majority of the voters so affirm. In 1927, there were approximately 1350 fewer one room rural school districts in Missouri than in 1913. Under the provisions of the legislative program here recommended it is believed that the rate at which consolidations will take place will materially increase so that we shall have a gradual growth toward a desirable type of school organization without any of the ill feeling that would come from any wholesale attempt at forcing consolidations.

The Stimulus to Proper Organization

In considering this program the question may well be asked at this point as to what particular stimulus this legislative program provides for future consolidations. One stimulus has already been mentioned; namely, the fact that it will be possible to maintain a minimum standard elementary and secondary school under the proposed legislation with a levy of sixty-five cents on the hundred dollars valuation. This would remove one of the great bars to consolidation which now exists because of the knowledge that ordinarily a levy of sixty-five cents on the hundred dollars valuation and frequently a levy of a dollar will not provide minimum standard elementary and secondary school facilities. In the second place, this program would stimulate consolidation because of the fact that it guarantees extensive equalization money only on the condition that an approved consolidated district or high school district is formed.

All present aids to rural school districts are to be continued in their exist-

ing form and the increase of the state school fund to \$8,000,000.00 would assist many of the rural schools to lengthen their school terms and provide better educational facilities on their present rate of taxation. These rural schools, however, would not be eligible to share completely in the equalization fund until they became a part of a consolidated district containing an approved high school or annexed themselves to existing high school districts.

Specific Legislative Proposals

The specific legal enactments which would make effective the three recommendations of this chapter would of course be matters for the General Assembly to work out. There are several ways in which the ends sought might be attained. The following general changes in the school law suggest one possible line of action:

1. Increasing the State School Fund.

The state school fund could be increased in line with the first recommendation by amending Section 11,179 of the Revised Statutes of 1919 of the State of Missouri by adding at the close of the Section the following provision:

PROVIDED, THAT BEGINNING WITH THE APPORTIONMENT TO BE MADE PRIOR TO AUGUST 15, 1930 AND EACH SUCCEEDING ANNUAL APPORTIONMENT, THE STATE SUPERINTENDENT OF PUBLIC SCHOOLS SHALL APPORTION IN ADDITION TO THE PUPIL DAILY APPORTIONMENTS HEREIN DESCRIBED, AN AMOUNT WHICH SHALL PROVIDE 5.67 CENTS FOR EACH DAY OF ATTENDANCE OF ALL THE PUBLIC SCHOOLS OF THE STATE.

2. Equalization to Apply to All High School Districts.

The second recommendation could be made effective by repealing Sections 11,264 and 11,265 Revised Statutes of the State of Missouri, 1925 and substituting therefor a section or sections extending the equalizing features which now apply to consolidated districts only, to all town or city school districts as described in Section 11,236, Revised Statutes 1919; and by changing the equalizing limits as recommended in the foregoing pages of this chapter.

A suggested act to accomplish these purposes follows.

AN ACT to repeal section 11264 of the Revised Statutes of Missouri of 1919, as repealed and re-enacted by an act approved April 6, 1925, appearing on pages 330, 331, and 332, inclusive, Laws of Missouri, 1925, and to enact in lieu thereof a new section to be known as section 11264; and to repeal section 11265 of the Revised Statutes of Missouri of 1919, as repealed and re-enacted by an act approved August 6, 1921, appearing on pages 184 and 185, Laws of Missouri, 1921, First Extra Session.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF MISSOURI AS FOLLOWS:

Section 1. That section 11264 of the Revised Statutes of Missouri of 1919, as repealed and re-enacted by an act approved April 6, 1925, appearing on pages 330, 331, and 332, inclusive of the Laws of Missouri, 1925, be, and the same is hereby repealed and a new section enacted in lieu thereof, to be known as section 11264, and to read as follows:

Sec. 11264. Special state equalization aid granted—When and how obtained—duty of state superintendent.—Whenever any district maintaining a first class high school votes 65c on the \$100.00 assessed valuation for teachers and incidental purposes, and the proceeds of said tax, together with the estimated amount from county, township and state funds and cash on hand amount to less than \$60.00 per child in average daily attendance resident within the district during the next preceding year for teachers and incidental expenses, the state superintendent of schools shall each year apportion to each such district a sum sufficient to enable said district to expend

\$60.00 per year per child in average daily attendance. Provided, that whenever any school district in the state maintaining a second or third class high school votes 65c on the \$100.00 assessed valuation for teacher and incidental purposes and the proceeds of said tax together with the estimated income from county, township, and state fund and cash on hand amounts to less than \$50.00 per pupil in average daily attendance resident within the district during the next preceding year for teachers and incidental expenses, the state superintendent of schools shall each year apportion to each such district a sum sufficient to enable said district to expend \$50.00 per year per child in average daily attendance. The State of Missouri shall, out of the general revenue fund of the state, make adequate appropriation for carrying out the provisions of this section. The form of requisition for such state aid shall be as determined by the state superintendent of public schools. Said aid granted under this section shall be in lieu of all and any other forms of state aid except aid for teacher training, vocational education, and for the payment of teachers of defective children as provided in Sections 11149 and 11150, R. S. 1919, as amended by an act approved April 2, 1921, and appearing on pages 629 to 632, inclusive, of the laws of 1921. The incidental expenses referred to in this section shall include only the general incidental expenses of the district. Aid will not be granted for extensive repair work or for the remodeling of buildings. For the school year 1929-1930 state aid shall be granted to consolidated districts as now provided under section 11264. Under the provisions of this act the apportionment shall be made before August 15, 1930. The daily average attendance for the first apportionment of school funds to any consolidated school district receiving aid under the provisions of this section shall be computed in the following manner: As soon as said consolidated district is formed the enumeration shall be taken and the average daily attendance for the preceding year shall be found by multiplying the enumeration of said district by the ratio obtained by dividing the average daily attendance for the entire state by the total enumeration of the state. Said ratio to be determined by the state superintendent of public schools.

Section 2. Any member or employee of a board of education, or any county officer who shall falsify the records for the purpose of securing money under provisions of this Act, shall be deemed guilty of a misdemeanor and upon conviction thereof shall be punished by a fine of not less than twenty-five nor more than five hundred dollars.

Section 3. That section 11265 of the Revised Statutes of Missouri of 1919, as repealed and re-enacted by an act approved August 6, 1921, appearing on pages 184 and 185 of the Laws of Missouri, 1921, First Extra Session, be, and the same is hereby repealed.

This Bill was introduced in the Senate by Senator McCawley on January 29th as Senate Bill No. 445. Representative Elmer introduced it in the House on January 31.

3. Provision for Larger Districts.

Provision for the development of larger school units would come largely through the method of distributing the state equalizing fund and through the readjustments in tax rates which would be possible under recommendation Number 1.

In order that the future consolidations in Missouri may fit in with a properly developed state-wide plan the following amendment is proposed for Section 11,259. After the sentence "IN DETERMINING THESE BOUNDARIES HE SHALL SO LOCATE THE BOUNDARY LINES AS WILL IN HIS JUDGMENT FORM THE BEST POSSIBLE CONSOLIDATED DISTRICT, HAVING DUE

REGARD ALSO TO THE WELFARE OF ADJOINING DISTRICTS," add the following sentence and words:

HE SHALL SUBMIT A PLAT OF THE PROPOSED CONSOLIDATED DISTRICT (TOGETHER WITH SUCH OTHER INFORMATION AS THE STATE SUPERINTENDENT OF SCHOOLS MAY REQUIRE) TO THE STATE SUPERINTENDENT OF SCHOOLS FOR HIS APPROVAL. IF AND WHEN THE PLANS OF THE PROPOSED CONSOLIDATION ARE APPROVED BY THE STATE SUPERINTENDENT OF SCHOOLS

SUMMARY

The legislative program proposed as a remedy for the educational problem which exists in the State of Missouri is in brief:

(1) Increasing the public school fund to approximately \$8,000,000.00 so that through this means the state will be contributing to every school district in the state more than one-fifth of the cost of the minimum standard school program.

(2) Providing a special equalization fund of approximately \$3,000,000.00 which will be used to supplement the proceeds of a levy of sixty-five cents on the one hundred dollars valuation and other sources of revenue which school districts may have so as to provide, for a properly organized second and third class high school district, \$50.00 per child in average daily attendance, and, for each properly organized first class high school district, \$60.00 per child in average daily attendance.

(3) Providing for the enlargement of school districts through the conditions created by the enlargement of the state school fund and through the stimulation provided in the equalization fund.

The solution proposed represents no radical departure from the lines along which Missouri has grown educationally since the establishment of a system of free public schools. It does not disturb through legislative fiat a single school district in the state without the initiative and final approval of the voters affected. It does not take away any existing form of state aid. It is both a conservative and reasonable program built on the belief that educational progress should be gradual and stable.

The exact manner in which the financial provisions of this legislation will work out among the schools of the state will be shown in detail in the following chapter.

CHAPTER THREE

HOW THE PROPOSED SOLUTION WOULD WORK IN PRACTICE

In the preceding chapter legislation was proposed as a remedy for the present educational problem in Missouri which would:

1. Relieve the present financial stringency under which the school districts of the state now operate.

2. Equalize the inequalities in ability to support education up to the point where a minimum standard of elementary and high school education would be available to all boys and girls of the State.

3. Provide for the gradual consolidation and enlargement of existing school districts over a period of years.

It is the purpose of this chapter to show specifically how the proposed remedy would work; the amount of money which would be required; how this money would be distributed and to present an estimate of what the cost would be in the future.

The first proposal was to increase the public school fund to approximately \$8,000,000.00 and to distribute this fund to all schools of the state in the manner now employed for the distribution of the public school fund.

Since 1910 the practice has developed of supporting a large number of promotional aids and special educational activities out of the public school fund. In 1910 an appropriation was made from this fund to give state aid to rural school districts. Since 1913 the high school aid has been taken from this fund. Beginning in 1917 a series of rural and consolidated high school aids have been financed from this fund. Since 1917 special

schools for defectives, vocational and industrial courses given in high schools under the Smith-Hughes act, the salaries of county superintendents, the salaries of inspectors of the State Department of Education, support of physical education inspection, negro school inspection, teacher training in Kansas City and St. Louis, have been gradually added to the list of special educational activities supported from the public school fund.¹ It is proposed that only the teacher training aid, the aid for special schools for defectives, and aid for vocational and industrial education under the Smith-Hughes act be taken from the public school fund. It is proposed that all aids for high schools and rural schools and all equalization funds of any nature shall come out of the proposed equalization fund. This will leave the State's portion of the salaries of county superintendents, and the appropriation for the State Department of Education to come out of the general revenues of the State as was the general custom in Missouri up to recent years.

The public school fund to be distributed to all districts irrespective of special types of educational activities which they undertake should be kept inviolate. In no other manner can the state maintain a distributive fund on which all the districts of the State may count. It is perfectly obvious that if the State starts taking promotional aids for the encouragement of certain types of education from this fund, it will not be very long until the

¹See Table VI, appendix for a summary of all deductions from the public school fund since 1913.

district which does not undertake special types of education will find itself facing such a decreased state apportionment that it will be in financial distress just as hundreds of school districts in Missouri are at the present time.

Strong arguments might be presented for supporting teacher training in towns and cities, special schools for defectives, vocational and agricultural education under the Smith-Hughes act from the general revenues of the State instead of from the public school fund. After mature consideration however, it is recommended that they be taken from the public school fund until such time as the general revenue of the state will warrant their support therefrom.

This would mean a deduction from the proposed \$8,000,000.00 public school fund of approximately \$500,000 to pay for the three promotional aids mentioned above. With this half million dollar deduction there would remain approximately \$7,500,000.00 to be distributed to all schools on the basis of the number of teachers employed and the number days attended by all pupils. It should be said here that this combined method of distribution of the public school funds is one of the best methods now in use by any state in the union. It is fortunate that Missouri has this excellent method because it provides for a fair distribution of the larger public school fund recommended.

Using the apportionment for the school year 1927-1928 as a basis, approximately \$1,725,000 would be appropriated to all school districts in the state on the basis of number of teachers employed, and the remainder of approximately \$5,775,000 would be distributed among all the school dis-

tricts of the state on the basis of the aggregate number of days attended by all pupils.

This distribution of the proposed larger state school fund would give every school district in the state on the average, approximately \$13.00 per pupil in average daily attendance from both the teacher and the attendance quotas. Due to variation in the number of pupils per teacher and the variation in salaries paid the teachers there is a variation in the amount per pupil in average daily attendance going to the various districts in the State. That is, short terms, poor attendance, and annual salaries of less than \$1000 per teacher tend to reduce the average per pupil appropriations. In tables XI, XII, XIII, XIV, XV, of the appendix are shown the amounts that would be apportioned for the first, second and third class high school districts, the Job school districts, and for the territory which does not contain an approved high school within each of the hundred and fourteen counties. In the original computations on which the table for rural school territory was based the exact figures were compiled for every rural school district in the state. On account of the great length of this table it was condensed so as to show the distribution by counties. The county distributions are, on the average, typical of the average amounts which would be received by the individual districts.

The Equalization Fund

As stated in the preceding chapter an equalization fund is recommended which will guarantee to every district maintaining a second or third class high school and which votes a levy of 65 cents on the \$100.00 assessed valuation, \$50.00 per child in average daily

attendance. In a like manner it guarantees to every school district in the state maintaining a first class high school, and which votes a levy of 65 cents on the \$100.00 assessed valuation a sufficient amount to provide \$60.00 per child in average daily attendance. Under this equalization measure third class high school districts not including the "Job Schools" would receive a total of \$109,456.75. Approximately 52.6 per cent of these third class high schools would participate in the state equalization fund provided they levied a tax rate of at least 65 cents on the \$100.00 assessed valuation. The eighty-eight second class high schools would receive a total of \$80,599.26 from the proposed equalization fund which would go to thirty-nine of the eighty-eight schools.

Three hundred and seventy-seven, or almost exactly two thirds of the five hundred sixty-seven first class high school districts of the state, would receive equalization aid running all the way from a few cents up to \$36.15 per pupil. Sixty-two per cent of the 771 first, second, and third class high schools of the state would secure equalization aid.

The standard of \$60.00 per child in average daily attendance was adopted because a study of properly organized districts in Missouri indicated that this was a minimum amount upon which a standard first class high school system with a minimum standard of instruction in the grades could be operated. This amount is slightly less than the average expenditure for teachers' wages and incidentals in the entire state. The standard amount of \$50.00 per child in average daily attendance to which second

and third class high school districts will be equalized was determined by calculating the approximate average difference in cost which this difference in educational facilities should warrant. It is expected under the provisions of the legislation here proposed that most of the second and third class districts will ultimately be able to maintain first class high schools.

The "Job High Schools" organized under the provisions of Section 15 of House Bill 352, Session Acts of 1923 are not included in the equalization features of this proposed legislation because the law under which they operate already provides a sufficient amount of state aid. As a matter of fact, a tabulation of the contributions of local districts and the state for these districts for the school year 1927-1928 shows an average expenditure considerably in excess of \$50.00 per pupil in average daily attendance. The legislation here proposed contemplates the ultimate inclusion of these districts in larger districts where the cost per pupil will be little greater than it is at the present time and where much more adequate educational facilities may be provided. It should, however, be pointed out that the "Job Schools" are to secure the same increase from the larger public school fund which is provided for all other school districts of the state. Table XIV of the appendix shows in detail how the proposed legislation would affect the "Job Schools."

It has already been indicated that the proposed larger school fund would increase the apportionment under the teacher and attendance quota for the rural districts of each county to about four times the amount they have been

receiving. The legislation here proposed will leave the rural school aid law in operation just as it is at the present time. The state aid for rural schools will, however, under this plan be taken from the equalization fund to carry out the complete provisions of the present rural school law. As long as they remain one teacher rural schools they are equitably provided for under the present laws. The proposed equalization up to \$50.00 or \$60.00 per pupil in average daily attendance is reserved under the proposed legislation for existing approved high school districts and for districts that may be formed in the future under the consolidation laws of the state.

The manner in which the proposed equalization measure would work for first class high school districts is shown clearly in Chart 11. The white section on the right of the bars represents the extent to which equalization would take place.

The manner in which the proposed financial plan would apply to all school districts of the state, rural and unclassified high school districts, "Job School Districts," first, second and third class high school districts is summarized by counties in Table I.

The detailed figures on which this table was built may be found in the appendix. This table shows the additional amounts which each county would receive under the proposed legislation over and above that apportioned for the year 1927-1928. The figures in this table include teacher quota, attendance quota and all aids. They do not include the promotional aids for teacher training, vocational training under the Smith-Hughes Act and aid for the establishment of

schools for defectives. The proposed plan would mean that the counties would secure from the state on the general apportionment and equalization \$10,510,755.82 as compared with \$3,447,292.72 for the school year 1927-1928.

One further question remains. Approximately thirty per cent of the average daily attendance in the state is now in one room rural schools and does not come under the provisions of the proposed equalization law. The question is, how much would have to be added to the proposed \$3,000,000.00 equalization fund if all of these rural school districts should annex themselves to existing high school districts or form themselves into consolidated districts? The determination of this amount required a series of very elaborate calculations which show that if consolidations and annexations should be affected which would bring all the pupils in rural and unclassified territory into first class high school districts and if all the second and third class high schools should become first class high schools it would require \$1,500,000 of additional equalizing money. The amount calculated as required for present equalization is \$2,995,398.60. If all the territory in Missouri should be organized into first class high school districts the total amount required would be approximately \$4,500,000.00. It is of course impossible to estimate the rate at which consolidation will take place. It is assumed that it will be fairly slow, so that it will be several years before all territory in Missouri will be included within existing first class high school districts or first class consolidated

TABLE I.
Present and Proposed Plans Compared by Counties.

Grand total state apportionment for			Grand total state apportionment for		
1927-1928			1927-1928		
County			County		
1. Adair	\$ 24,790.90	\$ 83,020.55	62. Madison	23,276.91	42,545.67
2. Andrew	9,587.55	38,615.52	63. Maries	19,854.62	36,649.12
3. Atchison	11,682.18	38,501.20	64. Marion	19,532.63	112,661.24
4. Audrain	14,286.03	52,619.74	65. Mercer	7,069.74	30,484.69
5. Barry	66,559.35	119,057.63	66. Miller	15,344.19	51,144.47
6. Barton	14,158.30	67,895.90	67. Mississippi	15,125.39	58,437.55
7. Bates	18,561.83	86,625.78	68. Moniteau	10,396.99	32,131.91
8. Benton	16,553.75	31,716.55	69. Monroe	10,839.97	31,021.37
9. Bollinger	19,212.82	33,389.56	70. Montgomery	11,857.77	47,114.63
10. Boone	20,826.36	81,364.59	71. Morgan	12,814.51	39,591.58
11. Buchanan	61,642.74	199,836.85	72. New Madrid	37,751.45	125,383.30
12. Butler	42,182.30	108,740.19	73. Newton	51,052.79	134,302.62
13. Caldwell	10,795.33	34,879.35	74. Nodaway	22,850.97	75,356.69
14. Callaway	13,128.79	58,360.48	75. Oregon	33,402.61	62,708.65
15. Camden	27,595.87	39,129.11	76. Osage	5,776.11	28,568.47
16. Cape Girardeau	29,345.43	114,042.45	77. Ozark	34,762.76	38,032.80
17. Carroll	13,270.30	47,129.44	78. Pemiscot	95,129.80	196,065.42
18. Carter	13,080.13	20,859.21	79. Perry	8,996.61	19,877.12
19. Cass	15,168.80	64,200.76	80. Pettis	23,872.92	85,153.93
20. Cedar	12,422.13	41,401.57	81. Phelps	45,421.72	84,946.77
21. Chariton	14,597.30	48,527.21	82. Pike	14,250.77	51,819.90
22. Christian	49,395.10	84,767.11	83. Platte	11,258.93	36,552.74
23. Clark	8,933.65	26,220.32	84. Polk	31,356.45	74,865.49
24. Clay	23,512.13	78,294.96	85. Pulaski	31,287.46	57,201.26
25. Clinton	10,804.20	40,872.68	86. Putnam	13,525.30	39,519.73
26. Cole	12,529.40	48,584.12	87. Ralls	6,866.82	31,486.92
27. Cooper	12,457.19	49,088.51	88. Randolph	16,613.41	89,418.71
28. Crawford	26,828.95	50,851.89	89. Ray	17,490.48	68,705.29
29. Dade	12,653.02	50,010.86	90. Reynolds	29,923.08	39,731.08
30. Dallas	37,779.75	53,561.91	91. Ripley	40,338.04	52,254.33
31. Daviess	11,323.17	57,999.93	92. St. Charles	8,858.59	30,192.47
32. Dekalb	9,339.54	26,678.07	93. St. Clair	15,598.81	45,807.00
33. Dent	29,814.74	50,489.86	94. St. Francois	41,602.06	179,103.14
34. Douglas	36,316.90	57,649.67	95. St. Louis	94,933.70	360,013.97
35. Dunklin	63,084.99	183,451.32	96. Ste. Genevieve	3,899.19	13,645.78
36. Franklin	30,871.84	73,787.67	97. Saline	20,934.05	79,326.13
37. Gasconade	8,510.34	29,200.07	98. Schuyler	10,339.71	24,847.80
38. Gentry	11,034.27	57,171.08	99. Scotland	7,557.34	26,106.48
39. Greene	61,719.64	352,233.47	100. Scott	29,580.27	156,331.90
40. Grundy	12,075.98	57,126.55	101. Shannon	51,537.28	63,214.07
41. Harrison	14,149.05	53,881.00	102. Shelby	9,967.80	34,611.53
42. Henry	18,113.23	81,011.44	103. Stoddard	68,249.25	165,950.42
43. Hickory	15,472.90	32,999.69	104. Stone	30,964.45	52,359.54
44. Holt	11,488.76	44,478.67	105. Sullivan	14,363.46	63,182.09
45. Howard	8,123.74	30,512.79	106. Taney	36,678.64	50,230.97
46. Howell	38,837.24	99,904.58	107. Texas	81,308.57	120,855.73
47. Iron	14,359.33	31,722.98	108. Vernon	20,886.83	85,737.25
48. Jackson	287,243.06	1,018,434.88	109. Warren	3,926.93	14,141.86
49. Jasper	\$ 71,863.72	\$ 390,121.71	110. Washington	26,715.64	49,278.68
50. Jefferson	16,408.45	114,271.39	111. Wayne	45,724.62	65,596.08
51. Johnson	15,698.60	53,477.47	112. Webster	44,071.19	68,613.66
52. Knox	9,385.06	25,805.09	113. Worth	9,128.92	20,423.04
53. Laclede	29,137.42	69,973.02	114. Wright	38,399.38	70,222.48
54. Lafayette	17,344.34	73,698.26	St. Louis City	355,298.15	1,361,453.21
55. Lawrence	22,506.53	108,494.90	Error in H. S. Aid,	9.00	
56. Lewis	10,549.22	36,577.81			
57. Lincoln	9,888.41	32,392.27			
58. Linn	16,341.52	91,975.34			
59. Livingston	12,863.70	42,337.30			
60. McDonald	61,638.47	96,673.79			
61. Macon	18,871.95	69,079.02			
			Total	\$3,447,292.72	\$10,510,755.82
			Promotional aids	503,226.54	503,226.54
			Total including promotional aids	\$3,950,519.26	\$11,013,982.36

Owing to the fact that the present equalization laws apply more largely to the Ozark counties than to the other counties, it appears from this table that the proposed plan would favor the wealthier counties. When, however, we reflect that these poorer counties are already receiving over one million dollars of equalization money this apparent discrepancy disappears.

school districts. Assuming a reasonable rate of increase it is probable that the amount of equalization money required would reach \$3,500,000.00 by 1931 and possibly \$4,000,000.00 by 1935. These last two figures are of

course little better than guesses. The important fact is that the ultimate amount required for equalization would be approximately \$4,500,000 as above stated.

SUMMARY

1. With the measures described in this chapter in operation the state teacher and attendance apportionment would amount to approximately \$13.00 per pupil in average daily attendance.

2. Under the present proposal no promotional aids would be taken from the public school fund except those for teacher training, vocational education under the Smith-Hughes Act, and special schools for the training of defectives.

3. The method of distribution of the proposed public school fund is the same as that now in use in the State of Missouri. It is an equitable method and is one of the best.

4. All existing aids for rural schools and "Job School Districts" are left as in the present laws of the State so as to provide no disturbance of practice under existing laws.

5. It is proposed to pay the rural school and "Job School" aid as now

provided in the laws creating those aids from the equalization fund.

6. The reorganization features of the legislative program would create no disturbance in existing methods of consolidation and would encourage the future enlargement of school districts along the lines which have been followed in the past.

7. The financial measures recommended in this chapter would provide for a state apportionment, leaving out all promotional aids, of approximately \$10,500,000.00 in contrast with the present allotment of approximately \$3,400,000.00.

8. If all the rural and unclassified high school territory of Missouri should come under the provisions of the equalization measure recommended the equalization cost would be increased by approximately \$1,500,000. This would mean an ultimate equalization fund of about \$4,500,000.00.

CHAPTER FOUR

IS THE PROPOSED PLAN FEASIBLE?

Previous sections of this report have discussed the educational problem which exists in Missouri and have outlined a plan of action which provides for immediate relief from the pressing difficulties under which the schools of the state now operate and which would provide by gradual development through a period of years for a type of school organization which would include every boy and girl in the state within a district maintaining a school system including elementary grades and a four year first class high school. It will be the purpose of this chapter to present some of the facts on the basis of which the question may be answered as to whether or not this is a reasonable plan for the State of Missouri.

Specifically this chapter will deal with the following questions:

- (1) Can Missouri afford the required expenditure?
- (2) Is Missouri now extravagant in expenditures for education?
- (3) Is it possible to raise the amount of money required to finance the program?

Can Missouri Afford the Required Expenditure?

If Missouri is a poor state in comparison with the other states of the union it might not be reasonable to expect her citizens to make the financial sacrifice necessary to provide for the costly educational advantages which wealthy states can afford. Even though it might be desirable to sacrifice certain luxuries in order to provide sufficient educational advant-

ages for the youth of the state, a sound economic policy might not seek to urge a poverty stricken state beyond her financial outlay for other wants in order to provide educational advantages.

The question then is whether or not Missouri is a poor state in comparison with other states of the union. There are a number of ways in which the state's financial ability might be measured. One of these is by the amount of capital possessed by her inhabitants. Using the latest available figures of the Bureau of the Census, Missouri ranks tenth among all the states of the union in the total amount of taxable tangible wealth.¹

A second and perhaps better measure of financial ability of the state would be in terms of the income received by the people. The latest available information shows that on the total income of the inhabitants of the state, Missouri ranks tenth.¹ On the total income tax paid by the corporations of the State, Missouri, for the fiscal year ending June 1927, ranked ninth. On the amount of income taxes paid to the federal government by individuals in Missouri for the same fiscal year, Missouri ranked tenth. Chart 12 shows the general rank of Missouri on some of the measures of financial ability which have been mentioned and on a number of other measures of the financial ability of the state. It is indicated on this chart, for instance, that Missouri ranks eleventh each on

¹Statistical Abstract of U. S. 1928, Table 298. Abstracted from Bureau of Census Reports, Dept. of Commerce.

AMONG THE 48 STATES MISSOURI RANKS—

Rank	11th in value of farm crops	11th in value of manufactured products	9th in capital, surplus, profits of all banks	9th in income taxes paid to Federal gov't	9th in consumption of electricity	9th in ordinary life insurance in force	9th in postal savings deposits	9th in assessed valuation of property	8th in value of farm lands	7th in expenditures for highways	7th in number of telephones	7th in industrial life insurance in force	3rd in value of live stock products	Rank
1														1
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48														48

Facts from Statistical Abstract of U. S., 1928 U. S. Dept. of Commerce; U. S. Dept. of Agriculture, Crops and Markets, Feb. 1927 and 1928.

the total valuation of farm crops and on the total value of manufactured products. On the total capital surplus and undivided profits of all banks, Missouri ranks ninth. On ordinary life insurance in force, Missouri ranks ninth among the forty-eight states. On the total number of telephones, only six states exceed Missouri and on expenditures for highways, Missouri ranks seventh, on the value of farm lands eighth and on the total value of live stock products, third.

On practically any measure of financial ability that may be taken it may be said that only eight or nine states surpass Missouri. Clearly then, Missouri instead of being a poverty stricken state is a state of great wealth and could afford practically any kind of educational advantages that her citizens may desire.

Is Missouri Extravagant in Expenditures for Education?

If the people of the State of Missouri are now providing educational advantages far beyond those in other states there would perhaps be little reason for urging the program set forth in this bulletin; because under such conditions the children in this state would be able to compete equally with the children of other states on the basis of the amount of training secured. If however, we examine into the facts with respect to expenditures for public elementary and secondary education, we find that instead of ranking among the few states at the top of the list, Missouri ranks far below the average.

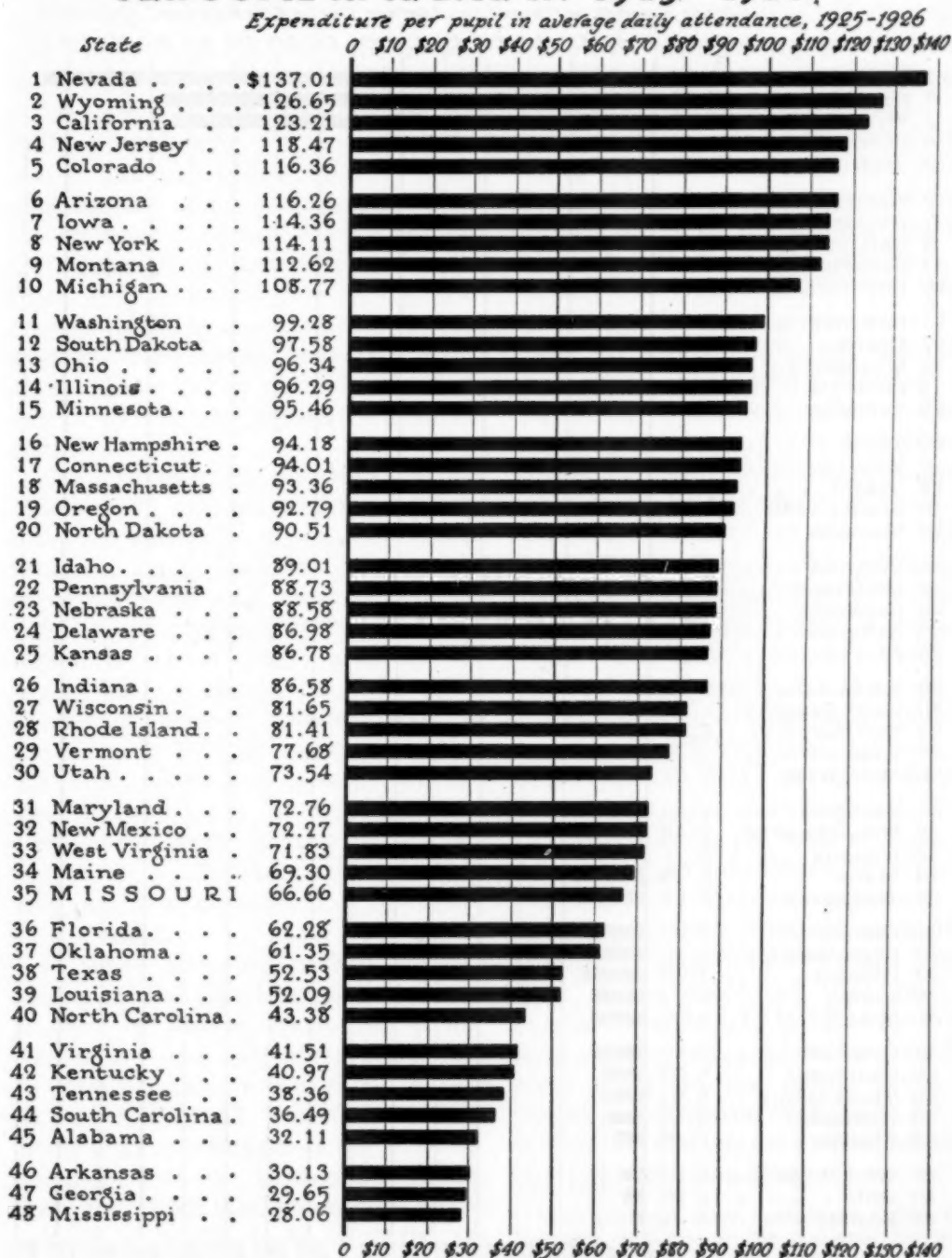
On the basis of current expenditures per pupil in average daily attendance among the forty-eight states of the union, Missouri ranks thirty-fifth. At the top of the list shown graphically

in chart 13 are the states of Nevada, Wyoming, California, New Jersey, Colorado and Arizona, with an expenditure of over \$115 per child in average daily attendance. Going further down the list we find Iowa, New York, Montana and Michigan spending between \$100 and \$115 per child in average daily attendance. Going still further down the list we come to the neighboring state of Illinois, which spends \$96 per child, to Nebraska which spends \$89 per child and to Kansas which spends \$87 per child in average daily attendance. Going still further down the list we come to the thirty-fifth state which is Missouri with an average expenditure of \$67 per child in average daily attendance.¹

If we consider the contribution of the state toward the support of public elementary and secondary education, we find the showing as indicated in chart 14. Leaving out of consideration all the contributions made by local school districts and counties, the amount appropriated by the state for each pupil in average daily attendance runs over \$50 in the states of Delaware, North Dakota and Wyoming; over \$25 and less than \$50 in the states of Nevada, Utah, Washington, Arizona, California, New Jersey and New York. It is necessary to go down this list of states to the fortieth one to find the amount appropriated per pupil by the state of Missouri toward the total bill for elementary and secondary education. This item shows that the state contribution for Missouri in 1925-26 amounted to \$6.52 per child in average daily attendance when all special aids i. e. the entire state school fund is counted. Only eight states contributed less than Missouri in 1925-

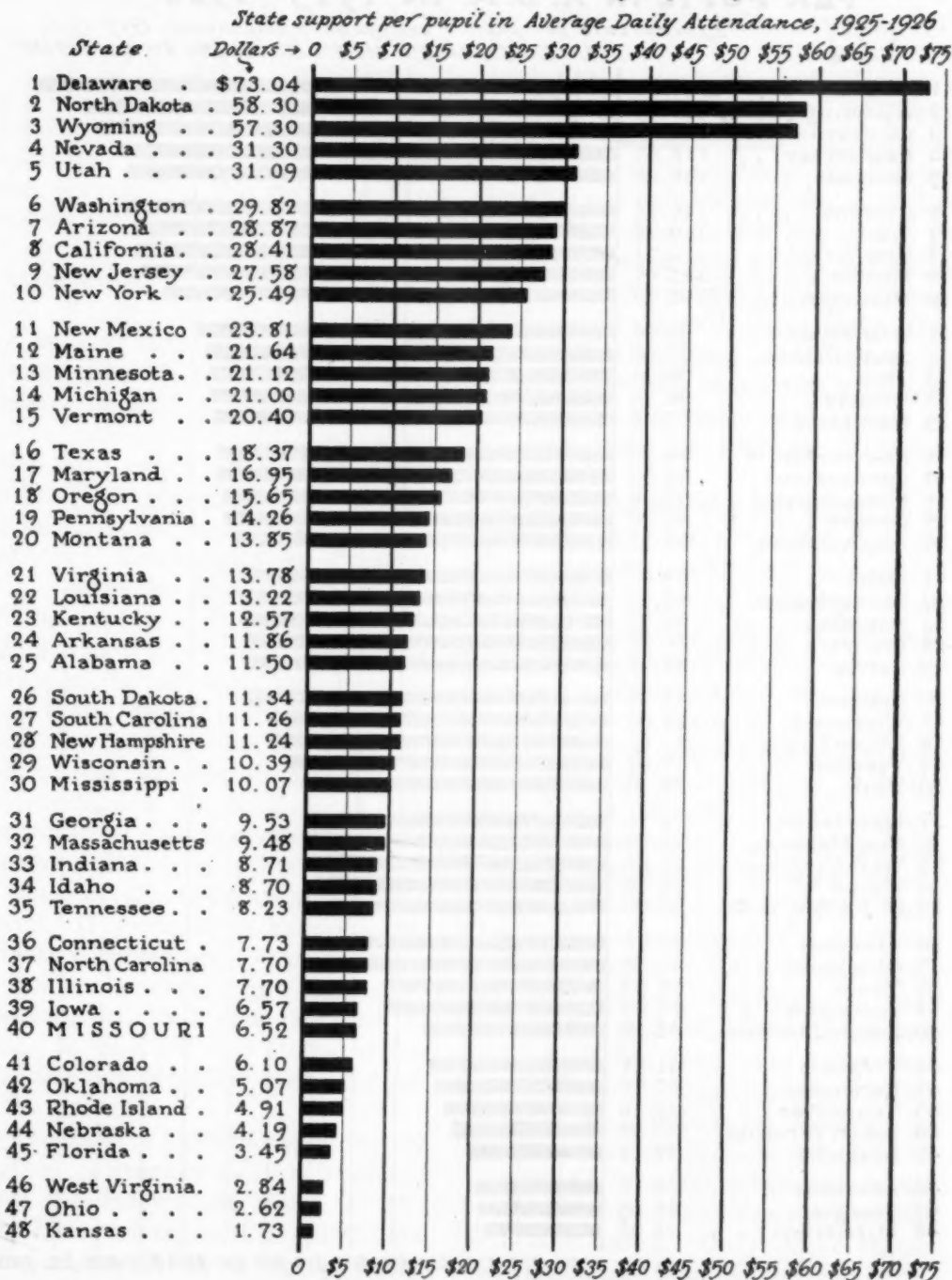
¹Bulletin of Education, 1927, Number 39, Statistics of State School Systems 1925-26.

EXPENDITURE FOR CURRENT PURPOSES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS PER PUPIL IN A. D. A. IN 1925 - 1926



Facts from U. S. Bureau of Education, 1927, Bulletin No. 39.

To raise Missouri to a middle position among the states would require an additional annual expenditure of \$20 per pupil or a total of \$12,000,000. To raise to the average expenditure of all the states (\$101.84) would require an additional expenditure of over \$20,000,000.

STATE EFFORT IN SUPPORT OF
PUBLIC SCHOOLS, 1925-1926

Facts from U. S. Bureau of Education, 1927, No. 39.

This \$6.52 is more than the amount contributed to all public schools directly as it includes amounts contributed to County Superintendents' salaries, support of the State Department of Education, and all special and promotional aids in 1925-26.

26 which is the latest school year for which comparable figures could be obtained for all states. Since that time, Florida has increased her state appropriation from \$3.45 to \$9.32 per pupil in average daily attendance and West Virginia has increased hers from \$2.84 to \$10.28 per pupil in average daily attendance. Of the other six states that rank below Missouri in the contribution of the state to education, the states of Colorado, Oklahoma and Ohio have county taxes which furnish from approximately five to approximately thirty-five dollars per pupil in average daily attendance and which serve somewhat to equalize the burden of educational support within the counties.

The answer to the question whether Missouri is extravagant in expenditures for education appears to be that Missouri ranks very low in expenditures per pupil and lower still in the proportionate part of the cost of education which is contributed by the state. If any charge could be made against the state of Missouri based on the showing here presented, it is that the boys and girls of Missouri are not having the money invested in their education either by the local community or by the state which is common in almost two-thirds of the states of the union.

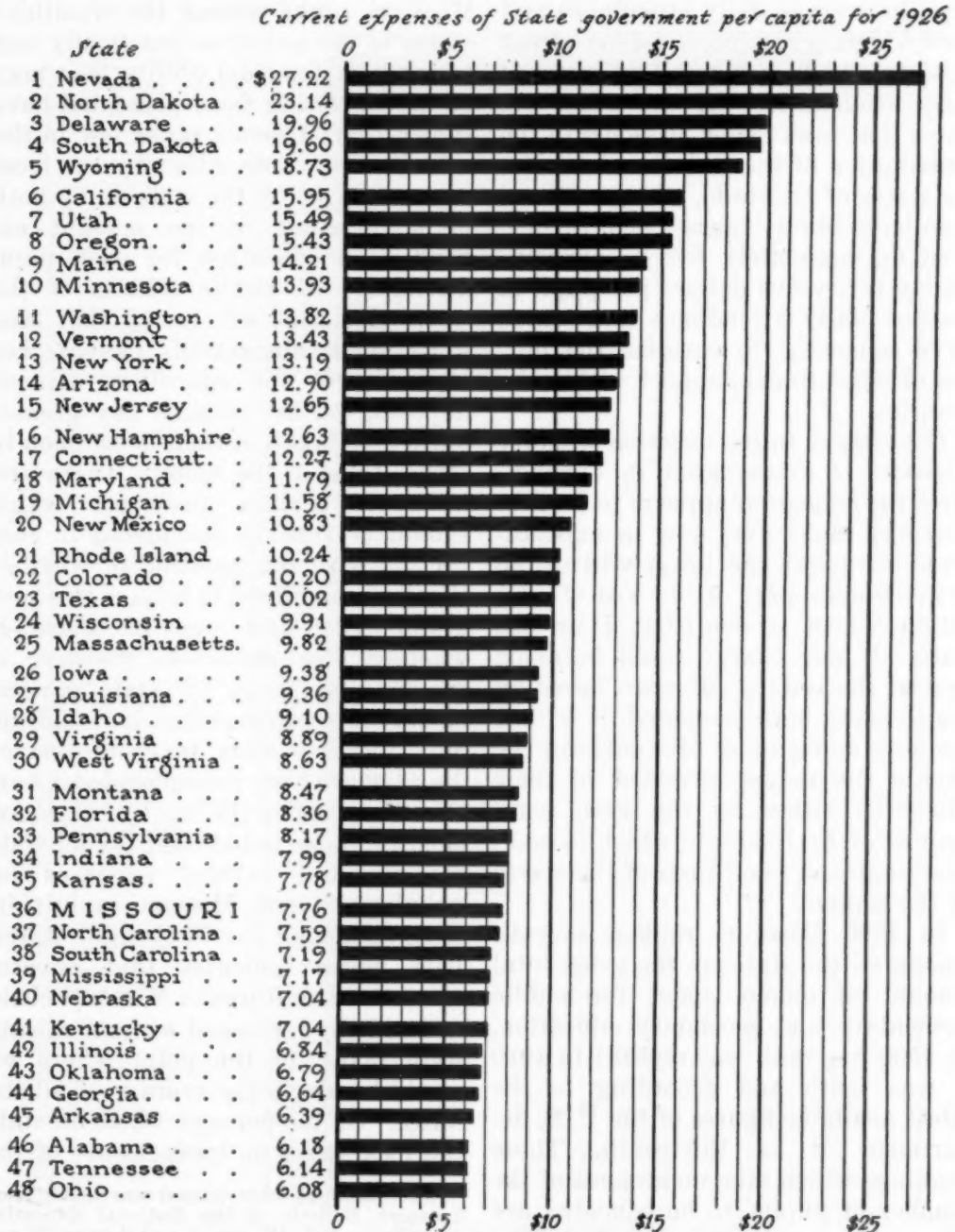
In 1890 Missouri ranked seventh among all the states in the gross total amount of money spent for public elementary and secondary education. In 1900 her rank was eighth; in 1910 it was tenth and according to the latest available figures of the U. S. department it is thirteenth. These rankings which take no account of the number of pupils, to be educated are of some value in showing that Missouri is failing to keep pace with other

states in the support given to public elementary and secondary education.¹
Can the State of Missouri Raise the Money to Finance this Program?

The figures already cited show that Missouri ranks among the wealthier states in the union on practically any measure of financial ability that may be taken. Other facts presented have shown that Missouri ranks low in the contribution made either by the local community or by the state or by both taken together in the amount expended on education for each pupil attending the public schools of the state. It seems safe to say that Missouri could substantially increase her expenditures for education without imposing on her citizens any greater burden of taxation than is common in other states of the union. There are, however, certain problems which should be frankly considered in connection with the question of whether Missouri can afford to finance this program. The first one of these is whether the state of Missouri is spending so much for state governmental expenditures that it would unduly increase state taxes to finance the program here recommended. Chart 15 shows that on the basis of state expenditures per inhabitant for all state governmental current expenses including interest, Missouri ranks thirty-sixth among the forty-eight states. This figure indicates that governmental expenditures in Missouri could be decidedly increased without raising state taxes to the point where we would be above the average of all the states. On the per cent which all state and local taxes on business are of the

¹The rankings here quoted are taken from Research Bulletin of the National Education Association Vol. IV, nos. 1 and 2 page 76 and U. S. Bureau of Education, Bulletin 1927, number 13.

TOTAL CURRENT EXPENSES AND INTEREST OF THE STATE GOVERNMENTS PER CAPITA FOR 1926

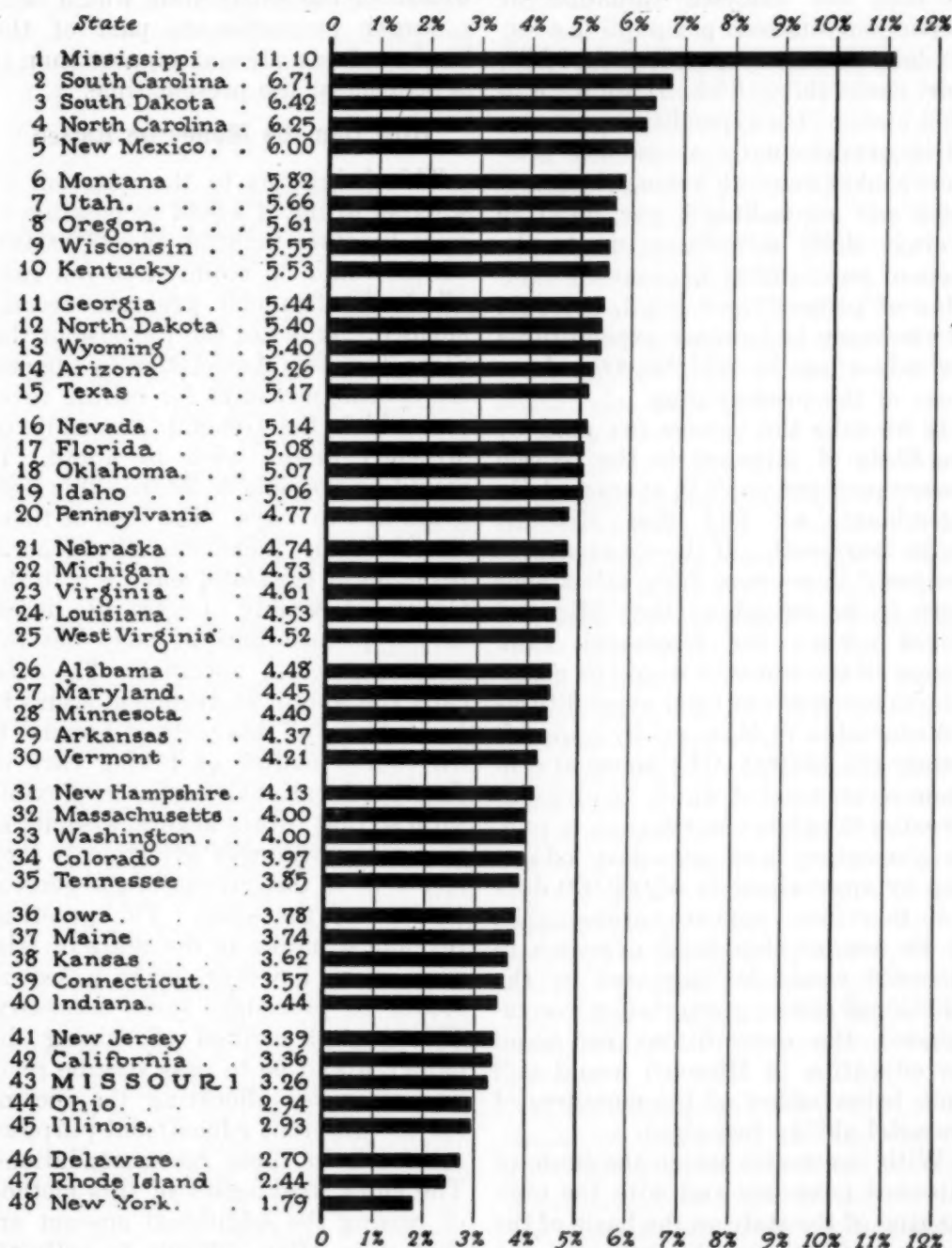


Facts from Statistical Abstract, U. S. Dept. of Commerce, 1928, Table No. 52, Page 216.

In total cost of State Government per inhabitant Missouri ranks 36.

CHART 16

THE EXTENT OF TAX ON BUSINESS IN MISSOURI

Per cent that taxes on business are of the income of business

Facts from Cost of Government in U. S. 1925-26.

Only five states are below Missouri in the percent of income of business taken by state and local taxes.

On the percent which total state and local taxes are of total state income Missouri ranks 34th, being one of five states that rank below the average on both of these items.

income of business, Missouri ranks still lower, taking a place forty-third from the top as shown in Chart 16. If we take the assessed valuation of property in Missouri per pupil in average daily attendance, we find that Missouri ranks thirty-fifth. If we were to eight states. On expenditures per pupil in average daily attendance Missouri ranks twentieth among the forty—raise our expenditures per pupil in average daily attendance up to the basis of our ranking in assessed valuation of property per pupil, it would be necessary to increase expenditures for education by \$13,900,000, above those of the present time.

If we take the income tax paid by the State of Missouri to the federal government per pupil in average daily attendance, we find that Missouri ranks fourteenth. If the expenditures per pupil in average daily attendance were to be raised so that Missouri would occupy the fourteenth rank among all the states, it would be necessary to increase our total expenditures for education in Missouri by approximately \$17,300,000. The financial program recommended which involves increasing the state contribution to public elementary and secondary education by approximately \$7,000,000 does not, therefore, appear unreasonable. If we assume that total expenses in Missouri would be increased by the additional state appropriation recommended, the expenditures per pupil for education in Missouri would still rank below either of the measures of financial ability just cited.

With the wealth which the State of Missouri possesses and with the high ranking of the state on the basis of the income of her inhabitants, we can finance a program of education which

would be fair to the boys and girls of Missouri if the burden of educational support is so distributed that the wealth of the entire state would bear a larger proportionate part of the burden of educational support than it is bearing at the present time.

How Can the Money be Raised

This brings us to the question of whether or not it would be possible to raise by state taxation the \$7,000,000 which would be required to put into effect the financial program recommended. It is not the purpose of the State Teachers Association to suggest the specific measures for raising revenue which the General Assembly of Missouri might wish to adopt. It would be possible to finance this program in two ways. The first of these would be by increasing the general revenues of the state, leaving it to the General Assembly to make the necessary appropriations to carry out the purposes herein specified. Theoretically the weight of argument seems to lie in favor of this method because it leaves the matter of taking care of future educational needs in flexible form so that future general assemblies may make whatever adjustments they feel to be in the interest of the general welfare of the state. The practical revenue situation in the State of Missouri may, however, make a second course of procedure seem necessary. This second method of raising the money would be to pass specific revenue measures allocating the income for the different educational purposes set forth in these recommendations. The chief weaknesses of this method of raising the additional amount are that it is often difficult to estimate with any degree of exactness the a-

mount of money which will come from a particular tax measure and the further fact that future development in the state may make necessary readjustments in the amount required from year to year which would not be provided for in the particular taxation measures allocated to educational support.

Tendencies in Taxation

Taxation measures recently enacted in many states indicate that the trend in taxation is toward a smaller dependence on the general property tax for state purposes. In California and New York for instance, the general property tax has been left practically entirely to the local communities, and state revenues are raised from other sources. Another trend in recent taxation measures seems to be toward raising additional state revenue from business taxes to be levied on the net incomes of all business operated for profit in the state. The third tendency which is noticable particularly in taxation for special purposes is to utilize to a greater degree the sales tax. The inhabitants of Missouri are familiar with the sales tax because of the gasoline tax now being used to support in part the state road construction program. The State of Arkansas uses the income from a state tax on the sale of tobacco products for the support of education. The State of Georgia also receives approximately \$1,000,000 from a tobacco tax. The State of Florida has imposed a one cent tax on the sale of gasoline which is to be used to supplement the public school fund. The State of Georgia levies a sales tax of one cent a gallon on kerosene and one-half cent a gallon on gasoline which goes to supplement the state school fund. On Jan-

uary 4, 1929 a law became effective in the state of Louisiana which puts a sales tax of ten cents a pound on retail sales of malt products. The proceeds go into a state school equalization fund. Estimates are that the measure will produce a million dollars a year for the schools of Louisiana.

In Iowa a state tax on cigarettes yielded for the general revenues of the state, \$1,183,032.94 for the calendar year ending 1928. From July 1, 1921 to December, 1928, Iowa has collected a total of \$6,181,404 from this tax. With a similar measure and rate computations show that Missouri could raise \$1,597,094 a year.

There has been a very noticeable trend among authorities on taxation in recent years to come to the point where they are willing to endorse the further extension of the sales tax as a means of raising additional state revenue.

Merely for purposes of illustration it may be said that by putting the income tax rate of Missouri where it was in 1921, raising the general property tax by five cents on the hundred dollars assessed valuation and putting a sales tax of ten per cent on the gross retail sales of tobacco products in the State of Missouri, after making due allowances for expenses of collection and administration there would be provided approximately \$7,500,000 additional income, which would be one-half million dollars more than the immediate cost of the program recommended.

If we look at the contribution of the State of Missouri to the federal government thru individual and corporation income taxes during the past few years we are struck with the fact that our state revenue from all sources is at the present time remarkably

small. Figures furnished by the Federal Budget Commissioner show that for the year 1927 the corporations of Missouri contributed \$39,243,697.30 to the federal government thru taxation. In the same year the individual citizens of Missouri contributed thru income taxes \$16,658,867.51 to the federal government. From these two sources the total income taxes paid to the federal government from Missouri amounted to \$55,902,564.81. From 1927 to 1928 the income taxes paid to the federal government by the corporations of Missouri decreased by

almost \$4,000,000 and there was a slight decrease in the income tax paid by individuals so that for 1928 the total income tax paid from the State of Missouri by corporations and individuals to the federal government was \$51,978,795.41. Further reductions will undoubtedly take place in federal taxes during the next few years so that the decrease in federal income tax will clearly exceed any increase in this type of taxation which may be needed to finance state governmental activities.

SUMMARY

(1) On practically every measure of financial ability which might be employed, Missouri ranks well toward the top of the forty-eight states of the union.

(2) At the present time the educational expenditures made either by local communities or by the state or by both state and local communities combined are far below the average of other American commonwealths.

(3) The financial program recommended could be made effective in Missouri without an increase in state taxation which would be unduly bur-

densome or which would tend to put Missouri above the average of other states.

(4) Finally it should be kept in mind that the additional state support here recommended would enable many local communities to lower taxes which are in many cases unconstitutional, so that the net effect of the additional State contribution would be in the nature of a readjustment of the sources of educational support rather than an absolute increase in the total bill for public elementary and secondary education.

EQUALITY IS THE BIG ISSUE

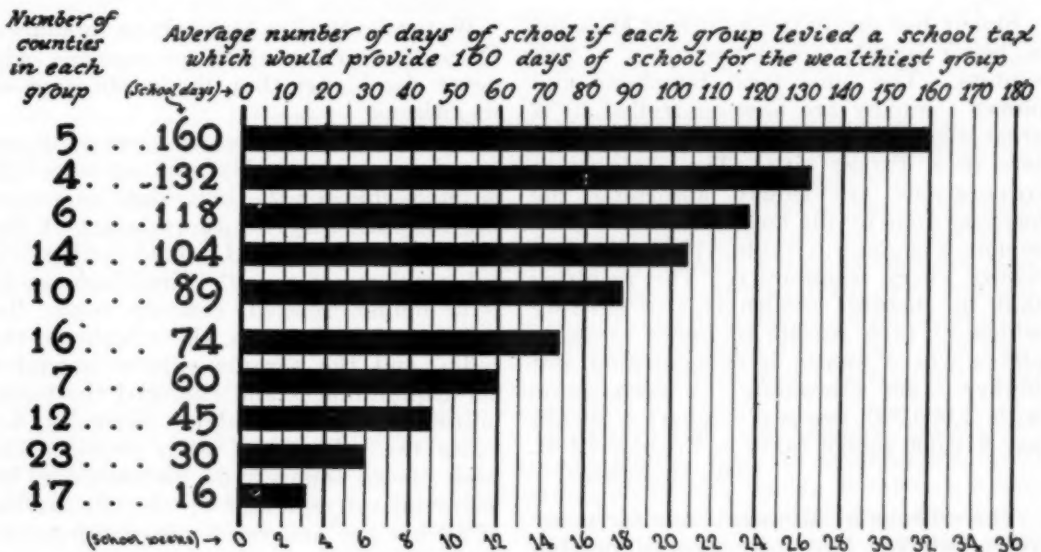
THERE IS ONLY one point at issue in the Proposed Legislation of the M. S. T. A. This Point is Equality in the matter of educational opportunity and educational support at the hands of the Public.

The fact of glaring, unjust, and distressing inequalities cannot be gainsaid. They

alike in matters pertaining to education. "Public" applies in these cases to large parts of the State's population and wealth. But Public at Pleasant Valley means something far different. Public at Ashland means another thing and so on. There is no public school in a wide sense of the word in Missouri.

INEQUALITY IN ABILITY TO SUPPORT EDUCATION AMONG UNCLASSIFIED HIGH SCHOOLS & RURAL DISTRICTS BY COUNTIES

DAYS OF SCHOOL THAT COULD BE PROVIDED
if the districts in each group of counties levied the same rate of tax necessary to provide 160 days of school for those in the wealthiest group



are obvious on every hand, in all sections of the State and throughout the State. So obvious have they become that Missouri can be said to have PUBLIC schools in only a limited degree. St. Louis has public schools in the sense that about one-fifth of the population of the State and one-fourth of the assessed wealth are co-operating in the undertaking of educating its youth, not the youth of the State. In this area opportunities and taxes are even in the field of education. Kansas City likewise with a tenth of the State's population and about an eighth of her wealth is treating all her taxpayers and children

The above chart shows ten different kinds of publics so far as abilities are concerned. If in these various publics, the taxpayers were treated alike in the matter of education, under our present local-support-system, five counties could give their boys and girls 160 days of school each year while seventeen counties could give theirs only 16 days of school each year.

By the same token, if the children in these districts were treated alike the taxpayers in the five richer counties might support their schools on a 60 cent levy, but those of the seventeen poorer counties

would have to pay \$6.00 on the hundred to maintain equivalent schools.

Our idea of Public is too variable. "Equality" should embrace a public that is coextensive with the State.

Lets' quit talking about more money and talk about what we really mean, a fairer distribution of a public responsibility. We should refrain from talking about the entire education bill of Missouri and talk about the unfair distribution of that bill.

The citizens of Missouri on the whole are doing either as much as they can do or as much as they feel is necessary for them to do. But some are doing as individuals ten, twenty, and even thirty times as much as others. That's not right. Some communities are giving their children all the education the citizens think they need, others are giving all they can but far less than is needed. That's not right. We can well afford to fight for equality, and the recognition of a larger public.

EDUCATION AS A STATE FUNCTION

A Symposium continued from January.

Slowly but surely the wealth of Missouri is being largely concentrated in a few centers. The once local telephone and power company are now controlled by a great central corporation with headquarters in a distant city. The chain store corporations are slowly absorbing the business done by the local merchant. This economic change is taking place in practically every community. The result is that the taxable wealth is also shifting which in turn results in lower taxes in places where wealth is concentrated and higher taxes elsewhere. A corporation with 1,000,000 assessed valuation would pay \$16,500 school taxes in Popular Bluff.

—W. H. Lemmel

The citizens of Missouri have for many years believed that Education is an obligation of the entire State. We believe this because Education contributes to the industrial and commercial greatness of the State as a whole, and because it is a necessary preparation for the type of citizens which we desire to have. What we need now is to translate this belief into actual practice through Legislation which will make it possible for every boy and girl in Missouri to have the opportunity to secure a first-rate elementary and high school education.

—M. G. Neale
Columbia

Water never rises higher than its source. Efficient representative government will never rise higher than the intelligence of its citizens.

The tasks before our commonwealth are growing more complex and intricate. It is impossible for the individual to escape the responsibility for the solution of the grave economic, social, moral, and political problems of today. First, because he is no longer isolated; concrete roads, the railway, the telegraph, the telephone, the radio, and the aeroplane have extended his acquaintances and enlarged the possibilities of his knowledge. Secondly, because the solution of each problem has been placed squarely on his shoulders by universal suffrage and by the elimination of all but age and residence qualifications for holding office.

The urgent need of today and tomorrow is a citizenship which is physically, mentally and morally fit to play a constructive part in civic affairs. The question naturally arises who can best prepare this citizen? Much, of course, depends upon the home and the church but the heaviest burden falls upon the schools. Who in turn must be held responsible for this educational program? In our federal government the answer must be, "The State can best perform this function."

There are three reasons why this must be true (1) the state is an area large enough to give the necessary breadth of

view and width of outlook and yet it is not so extensive as to lose sight of community or individual needs. (2) the state is the only instrumentality that can give unity and coherence. It can survey the field, chart the course, set up standards of achievement, and check up upon the results. (3) The state is the only dependable agency which can equalize educational opportunity. Through its power of taxation it can provide education "free for all, rich and poor alike."

—J. W. Shannon

Springfield

With the advent of the automobile, good roads, and other modern means of transportation the community, or social group unit, has extended its boundaries from the small school district of a few square miles to include large sections of territory, or even a whole state. This larger group is so intimately bound together and its people so interdependent that only by giving all an equal educational opportunity can the best interests of the group be conserved. The state can do this. The small, antiquated school district cannot.

—C. E. Evans

Monett

Since the inauguration of our system of government statesmen have advocated the idea that a high order of intelligence among the people is necessary to the perpetuity of our institutions. If such degree of intelligence was necessary in the early days when the right of suffrage was very restricted, it is much more necessary now that the right of suffrage has been extended to everyone. Then, too, the problems upon which the voters of today must decide are much more complicated and more difficult than were those of early days.

Since a high order of intelligence is conceded to be necessary in our governmental system, the question then comes up as to whose business it is to see that opportunities to acquire this level of intelligence are provided. Some may hold that education is wholly a matter of individual concern and that, as a consequence, it is no concern of the community or of the

state. Under this theory, the citizen with no children may hold that it is no concern of his whether or not the children of other citizens receive the opportunity of getting an education. Along the same line, it might be held that parents of wealth who are able to educate their own children at private expense would have no interest in the education of children whose parents may be less fortunately situated.

Such theories have thus far been discredited by all of those in public life, who are really conversant with the demands of our system.

From this viewpoint, it appears that education is a matter of **general** concern rather than a matter of **individual** concern and that if the needed level of intelligence among citizens as a whole is to be made possible, then the State must take over the support of education so that all the children may be afforded equal opportunity to attain the degree of intelligence that is now necessary.

Such problems as those connected with penal and eleemosynary institutions have long been looked upon as matters justifying control by the State. By analogy it would seem that the same policy should hold with reference to support and control of education, both elementary and secondary.

Finally, with our modern means of transportation and communication and with a society as mobile as ours it is becoming increasingly true that no single individual or no single community can live unto itself and this means that the interest and welfare of one individual or group becomes a matter of concern for all, and the only way that these interests can be provided for adequately is by providing a system of public education that is supported by the State as a whole.

—M. A. O'Rear

Springfield

A State is what its citizens are—no better no worse. Ignorant, vicious citizens, whether they live in Podunk or in the Metropolis, are a menace. Education is, therefore, a function of the State. No, the State should not take away either local or individual initiative, but the State,

if it be true to itself, must make it possible for every boy and girl in its borders to get an education which will fit them for worthy citizenship. Not all local communities can, unaided, maintain good schools. The State must play safe by assuming its share of the responsibility, and creating distributive and equalization funds which, together with a reasonable legal local tax, will enable every community to adequately provide for its educational needs.

—J. A. Koontz
Joplin

State school money should be liberally provided and should be used in two ways: (1) adequate support of higher education, (2) school districts, wisely laid out, and unable with a maximum tax to do justice to their children should receive necessary aid.

"Wisely laid out" implies a unit reasonably accessible and large enough to fill a school where competition and emulation among pupils and teachers can exist.

"Render justice" signifies well-trained and well-paid teachers in suitable school houses, sufficiently equipped.

Many of us are praying that the time will soon come in Missouri when the State's higher educational institutions will be fully financed without rivalry, log rolling or begging.

Wm. P. Evans
St. Louis

Democratic societies have been experimenting for ages in the education of their children. Three fundamental principles have been discovered. First, all the children of all the people must be educated to the limits of their inborn capacities. Second, this is a stupendous undertaking. Third, education is primarily a state function and secondarily a local function.

Further, democratic societies are at the dawn of the discovery of the great fundamental principles that the state as a whole must contribute the financial support of education necessary to realize the foregoing principles.

A. G. Capps
Columbia

Our first thought of education in the United States as an individual affair. The free public school system was not fully established until sixty years ago.

Horace Mann had a terrific struggle in Massachusetts to establish the principle that one man could be taxed to educate the children of another, and now the battle is on to equalize the financial burden of education between communities within the State in order that minimum educational standards may be provided for all. Let some communities, if they so desire, go beyond these minimum standards, but let the State see to it that all communities are able to meet the minimum requirements.

Under present conditions we discriminate against those communities living outside the large centers of wealth who are unable to support an adequate educational program.

—H. P. Study
Springfield

The progress of a state depends largely upon the enlightenment and cooperative attitude of its citizens. Since our public school system is the chief means through which we may create a progressive citizenship it is clear that the development of public education, which gives equality of opportunity to all of school age, becomes a matter of prime importance to the State.

Such equality of opportunity can be achieved only through a state-wide educational plan in which the needs of the state as a whole are taken into account. Since some sections of the state may possess more wealth than others because of location or type of soil, it is necessary that the principle of an equalized tax be fully accepted and applied in order that wealth, wherever it is in the state, may be taxed to educate children wherever they are.

—E. L. Morgan
Columbia

Without education we could have no progress. The progress of a community, a county, a state and the Nation as a whole can be marked by its development in education. While the word "educa-



Where working together is everything

It is the aim of the Bell System that anyone anywhere in the country can pick up a telephone and talk to anyone anywhere else clearly and without delay. That is the meaning of universal service. To provide it, the means of telephoning must be uniformly good. This company, for example, has full access to all the improvements and methods that are continually being made.

There are 5000 workers on the Bell staffs whose sole occupation is to develop constantly improving methods and equipment for the 350,000 employees of the Bell System to use in serving the public. The results of the efforts are evident, not only in the extension of telephone service across the Atlantic, but in the constantly improving local and long distance service at home.

The Bell System accepts its responsibility for a nationwide telephone service as a public trust.

SOUTHWESTERN BELL TELEPHONE COMPANY



tion" cannot apply to the public school system alone, unquestionably the public school system is the foundation. Until the country child is given equal educational opportunity with the city child, our citizenship has not been accorded a square deal. An investment in education is an investment in citizenship. Missouri must go forward along educational lines.

John F. Case

The rural school is the logical point of the first attack for the solution of the education problem. High taxes, high rate of interest on mortgaged land together with very low incomes, make improvement in schools in the sparsely settled districts impossible without aid from the more populous centers. The more populous centers will profit by such an investment as a result of the increased productive value of the rural population.

Studies show that education increases productive value. A study made by Cornell University of 1303 farmers in Tompkins County, New York, is typical. The average annual labor income of those with an eighth grade education was \$318; with a high school education, \$622; and with a college education, \$847. Whatever improves the productive value of the country improves the city, for statistics show that 60 per cent of the rural boys and girls will spend the productive part of their lives in the populous centers.

Education is as much a state institution as are roads, and experience has proven that good roads are impossible by local taxation. Good schools will be possible when they are supported by state and federal resources.

—Bert Cooper

Maryville

Our Constitution of Missouri reads, "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for gratuitous instruction of all persons in the state between the ages of six and twenty years." For many years each General Assembly has appropriated money from the general revenue for the support of the public schools. At the present time, forty-three states in the United States pay a larger proportion of the total school support from state and local sources than does the state of Missouri. I think the combined opinion of so many men throughout so long a period of time is sufficient evidence that education is a function of the state.

—Byron Cosby

Kirksville

More and more people everywhere regard education as a state as well as a local function and feel that the state should therefore bear a considerable portion of the expense of educating its boys and girls. The local school unit as it is in Missouri, bears a very heavy part of the expense of education. In many of the other states larger appropriations are being made from the state funds. Missouri stands 39th in the union in the number of dollars appropriated per pupil out of the State Treasury for the schools. If the proposed educational legislation is adopted Missouri will then stand about 12th among the states in the union in state support of schools. Its wealth and prestige justify this rank educationally.

—E. M. Carter

Columbia

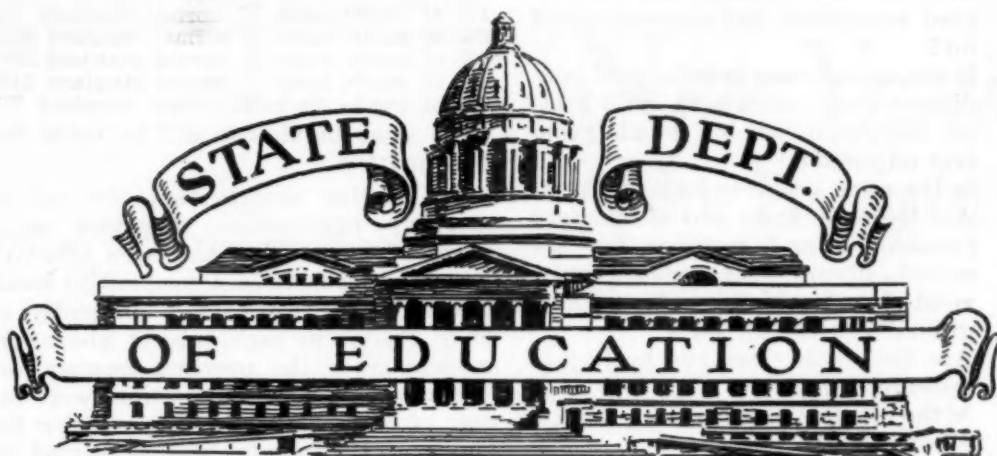
We Are Sorry

THE PRESENT position which we, the educated and well-to-do classes, occupy, is that of the Old Man of the Sea, riding on the poor man's back; only, unlike the Old Man of the Sea, we are very sorry for the poor man, very sorry; and we will do almost anything for the poor man's relief. We will not only supply him with food sufficient to keep

him on his legs, but we will teach and instruct him and point out to him the beauties of the landscape; we will discourse sweet music to him and give him abundance of good advice.

Yes, we will do almost anything for the poor man, anything but get off his back.

—Leo Tolstoy.



RURAL SCHOOLS SECTION

Quarterly Examination Questions

The quarterly examination questions for the elementary schools for the first and second quarters have been printed through the courtesy of School and Community. However, this practice will be discontinued and the State Department of Education will send to county superintendents enough printed copies of questions for the third and fourth quarter and final examination for each pupil taking the tests.

Care of the School Ground

Deep ruts are detrimental to any school ground. During the winter months when the ground is frozen, many people carelessly form a habit of driving their car, wagon or buggy up to the school house door. If this habit is continued during the months after the ground thaws, the school ground is cut by deep ruts and rendered unsightly; while the playground (which is often already too small) is spoiled.

At every school where the teacher or pupils drive, a driveway of gravel, cinders or chat should be made; also some provision for the parking of automobiles and other vehicles either on the road or in some special place.

The school ground should be fenced or a hedge erected in order to prevent promiscuous driving into the schoolyard.

A Visiting Day for School Directors

School boards should not only visit their own school frequently but other schools occasionally. Upon each visit they need to go with a specific purpose in mind.—The basis of this purpose should be the desire to ascertain needs and understand conditions as they exist, not criticism.

It is suggested that each county superintendent set a date sometime during the spring months to be known as Visiting Day for School Directors. Upon this day a representative of each board of education should visit at least two schools besides his own, one in the morning another in the afternoon, for the purpose of observing factors which will be of benefit to his school.

It will be necessary to secure the cooperation of the teachers of the county in order that all may put forth their best efforts to make the day a success.

Points suggested for observation by board members on visiting day are as follows:

1. Are the outbuildings and school-yard adequately and properly cared for?
2. Is the schoolhouse kept in good condition—clean, attractive, well heated, ventilated, window blinds properly adjusted?
3. Is the room properly lighted?
4. Are there adequate and satisfactory furnishings and supplies for the school—library, maps, globe, equipment for teaching reading, playground equipment, etc.?
5. Are the pupils clean and healthy in appearance?
6. Is the attitude of schoolroom that of a workshop?
 - a. Are all children busy?
 - b. Is the teacher a helpful guide and leader?
7. List the features of this school which would improve your school.

The Use of Quarterly Examinations as an Aid to Supervision.

C. F. Scotten, County Superintendent of Pettis County, is engaged in carrying out an interesting and practical project in connection with quarterly examinations. All examination papers are sent to the office of the county superintendent and the grades carefully recorded there. A graph for each subject is made comparing the actual achievement of the pupils of the county with the standard which should have been reached by a normal group. Teachers are then informed of the results and supervisory plans initiated thereupon.

The following examples illustrate the results secured from the first quarter's examinations:

In Eighth Grade Spelling

8% of pupils made E, normal standard 7%
 39% of pupils made S, normal standard 24%
 38% of pupils made M, normal standard 38%
 8% of pupils made I, normal standard 24%
 7% of pupils made F, normal standard 7%

In the Fifth Grade Spelling

1% of pupils made E, normal standard 7%
 13% of pupils made S, normal standard 24%
 36% of pupils made M, normal standard 38%
 12% of pupils made I, normal standard 24%
 37% of pupils made F, normal standard 7%

In the Fifth Grade English

1% of pupils made E, normal standard 7%
 22% of pupils made S, normal standard 24%
 64% of pupils made M, normal standard 38%
 6% of pupils made I, normal standard 24%
 7% of pupils made F, normal standard 7%

The same tabulation will be made for each quarter.

Mr. Scotten reports that the use of quarterly examination questions as a means of supervision has been effective in putting teachers on a competitive basis, making pupils work more diligently to make grades in each subject above the average made the previous quarter, determining whether the questions were too easy or too difficult, showing whether the pupils of the county have measured up to the standard set by the State Department of Education, bringing about a closer adherence to the courses of study, determining the number of failing students, and in serving as a diagnosis of specific difficulties to a degree.

So satisfactory have the objective types of examination been that Mr. Scotten has prepared this kind of questions for the C and D classes in his schools for the third quarter.

His objective examination in first grade arithmetic is given here:

First Grade Arithmetic Third Quarter

Total 40 points

10 Points

- (1) Write numbers from 10 to 20.

5 Points

- (2) Write numbers by 10's from 50 to 100.

5 Points

- (3) Write the number which comes after.

4, 19, 11, 2, 7.

5 Points

- (4) Write the number which come before.

7, 6, 17, 19, 9.

5 Points

- (5) Write the number which come between the following.

11, 13, 9, 11, 4, 6, 2, 4,
16, 18.

(6) 5 Points

Draw a circle around the number that makes the correct answer to the following problems:

1 Point

- (6a) 3, 7, 12, 8 or 4 inches make one foot.

1 Point

- (6b) 5, 7, 3, 2 or 5 nickels make one dime.

1 Point

- (6c) 1, 3, 2, 4, or 5 pints make one quart.

1 Point

- (6d) 5, 2, 4, 3 or 1 pennies make one nickel.

1 Point

- (6e) 8, 7, 10, 9 or 4 pennies make one dime.

1 Point

- (7a) Tell the time we begin school _____.

1 Point

- (7b) Tell the time we dismiss for lunch _____.

1 Point

- (7c) Tell the time thirty minutes later _____.
Fill in the blanks below with a correct number.

1 Point

- (8a) I am _____ years old.

1 Point

- (8b) My lesson in reading is on page _____.

Name of School _____

Date _____.

Name of pupil _____

Age _____.

Grade pupil is in _____

Score _____.

Time required to take examination _____.

A NEW YEAR

and New Beginnings



THE calendar tells us that we have reached the turn of the year. But there is something within our subconscious selves that needs no calendar to let us know that we have reached a new page in the book . . . that we are on the threshold of New Beginnings.

At this time, many so-called "resolutions" are made in an insincere spirit . . . made to be broken. There is one resolution, however (at least one), that should be made right now in good faith—a resolve to give *your* school the well-demonstrated benefits of Music Appreciation as represented by our Courses*. (Rural—all grades—high-school, college, and university.) Just playing a few records for the children will not do. They need a systematic course—planned by practical teachers.

These Courses are not experimental in any sense. They have been tried and found *effective* in hundreds of schools. They are not only practical but extremely interesting, since they employ the Orthophonic Victrola and Orthophonic Victor Records. Children respond to them as naturally as flowers lift their heads to the sun. How they work and what they cost will be told in detail, and without obligation.

*The Glenn-Lowry Course, "Music Appreciation for Every Child," published by Silver, Burdett & Co., is based also upon Victor Orthophonic Records and is an ideal course with notebooks for all grades.

The Educational Department

VICTOR TALKING MACHINE COMPANY
Camden, New Jersey, U. S. A.



CONSIDERING THE TEACHERS' RETIREMENT FUND

Who are Interested in a Teachers' Retirement Fund?

The **children**, the public and the teacher have a common interest in a Teacher Retirement Fund.

The **children** are interested because it will remove from the class rooms teachers who have been compelled to continue in service and give them capable younger teachers.

The **public** is interested because such legislation promises greater efficiency in the classroom.

The **teacher** is interested for the elevating effect that a sound retirement system will have upon the profession in general and for the benefits that such a system guarantees her as an individual.

State and Local Retirement Systems Now in Effect.

- | | |
|-------------------------|------------------|
| 1. Arizona | 12. Montana |
| 2. California | 13. Nevada |
| 3. Connecticut | 14. New Jersey |
| 4. District of Columbia | 15. New York |
| 5. Illinois | 16. North Dakota |
| 6. Indiana | 17. Ohio |
| 7. Maine | 18. Pennsylvania |
| 8. Maryland | 19. Rhode Island |
| 9. Massachusetts | 20. Vermont |
| 10. Michigan | 21. Virginia |
| 11. Minnesota | 22. Wisconsin |

Cities Where Sound and Safe Teacher Retirement Systems are in Effect.

- | | |
|------------------|-----------------|
| 1. New York | 9. Indianapolis |
| 2. Boston | 10. New Haven |
| 3. San Francisco | 11. Terre Haute |
| 4. Chicago | 12. Duluth |
| 5. Baltimore | 13. Newport |
| 6. Minneapolis | 14. Providence |
| 7. St. Paul | 15. Peoria |
| 8. Milwaukee | 16. Detroit |

These are the principal cities; there are others.

If you notice the states that have a Retirement Fund System you will readily observe that our State is down with Arkansas, Alabama, Georgia, Mississippi and the other non-progressive states. This graphically shows where Missouri is on a Teachers' Retirement plan.

A Retirement Plan has Already Been Put in Effect in all Important Federal and Industrial Service.

After some twenty years of discussion, the employees in the civil service of the United States Government have succeeded in securing the enactment by Congress of a system of retiring allowance.

The Sterling-Lehlbach Act, which went into effect in August, 1920, provides for the retirement of all employees in the classified civil service, and such others as may be and already have been added by executive order on the recommendation of the Civil Service Commission. (Bulletins giving particulars of the plan may be had from the Institute for Government Research, Washington, D. C.)

Many railroads have established a retirement system. The United Steel Corporation—Y. M. C. A. has a sound retirement plan, as also

Newport Gas and Electric Company, Sprague, Warner & Company of Chicago, Proctor & Gamble Company of Cincinnati, The Diamond Match Company of New York,

Westinghouse Airbrake Company, The Edison Electric Illuminating Co., Boston,

The Pullman Company, The Bell Telephone, The Western Union Telegraph Co., Wells Fargo & Company, The Steel and Harvester Corporations, Armour Company, Morris & Company, American Sugar Refining Company, The Twin City Rapid Transit Company, and many others.

The development of Industrial Pensions has followed a normal course and interest in this method of securing efficiency of service continues to grow. It will thus be seen that the public in general is recognizing the importance of a retirement system against old age.

A sound teacher retirement system resembles an insurance plan, whereby the public school is guaranteed the greater efficiency that comes from insurance against the employment of superannuated employees.

ADEQUATE FINANCIAL ACCOUNTING FOR PUBLIC SCHOOLS

Abstract of an address given Friday afternoon before the Session for City School Administrators (Missouri State School Administrative Association) by Dr. N. L. Engelhardt, Professor of Education, Teachers College, Columbia University.

Educational progress in a school system without an adequate system of business administration is difficult to achieve. An adequate system of business management is only developed as all aspects of financial accounting are properly advanced and safeguarded. Financial accounting, in the majority of our states, is still on that basis where cash received is scrupulously accounted for, while all other desirable aspects of accounting are neglected or ignored. Values in business administration are frequently considered only when they exist as cash money and are forgotten entirely when money is converted into services, or materials, or goods.

Publication education is so administered that the product is a more enlightened group of future patrons of the schools. The advantages of public education are being extended to more and more people. The net result is that a more enlightened parenthood is constantly demanding a better education for its children than it itself received. In other words, as our present generation becomes better educated to that degree does it make greater demands upon the school system of the future. There has been much discussion of retrenchment in public education. The public demand will, however, be such that more and more money must be sought for the education of boys and girls. The school administrator is required, however, to give every evidence to the public that the money which is being appropriated for public education produces every possible educational return. No schoolman can give an adequate accounting of his stewardship of the money and money values left to his custody except as there is developed a system of financial accounting which includes in its scope every step through which moneys go as they pass from the taxpayer to the ultimate consumption of services or goods utilized in the educational process.

It is the function of the school administrator to set up the safeguards and the procedures which will make impossible losses or leakages from the moneys which come from various sources for the support of public education.

It is his obligation to make provision for unit costs on comparable bases. It is part of the problem of good school administration to ensure the protection of property and services from hazards of fire, deterioration, obsolescence, and the like, and business administration assumes a most solemn obligation in protecting future generations from unnecessary debt burdens so that they may also carry on their educational program with full vigor.

Good accounting in any school system begins with the creation of a budget and the adherence to a budgetary plan. A budget is the most desirable and most efficient administrative device which has yet been developed for compelling the administration to utilize vision, foresight, and future planning in the educational enterprise. In a recent study of all of the budgets of the state school system, none was found which could be considered more than a mere re-statement of the expenditures of the previous year. This has been the traditional concept of the budget. It requires no educational statemanship to establish such a budget. In any school system which is sound asleep, one may expect to find the business affairs operated on such an antiquated basis. Many school systems have, however, developed budgets which are skillfully prepared and are as exacting upon the administration as those in the best business enterprises. The budgets of Denver, Des Moines, Duluth and Detroit (using the four D's merely as a device for remembering) are exceptionally good types of budgetary statements which may well be followed even in the smaller school systems.

Financial accounting seeks to give a complete and true statement of all costs which may be charged against a school system. It is very possible, however, to discover in many communities that all services which cost school system money are not always included in the cost of public education. It is unfair to charge the collection of school taxes, or the handling of school bonds, or the building of school buildings, against some form of city government when it is distinctly an educational cost. If school administration wishes to stand upon its own feet, it should assume a responsibility for all the costs of public education.

A number of attempts have been made recently to discover the cost of tax collection in various states and to ascertain whether school business administration checks properly the funds in their transit from the taxpayer to the school treasury. Schoolmen the country over are obligated to analyze the local conditions that prevail in these stages of the handling of school funds. It has been found altogether too frequently that the cost of assessment and tax collection is excessive because they are on a purely political basis. It has also been frequently brought to light that tax collections are not handed over soon enough to school authorities and that schools are frequently required to borrow money at high rates of interest, while tax collections are deposited elsewhere and have interest accruing upon them which, in many cases, does not go into the school coffers.

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Another serious problem confronting school systems in many places is the failure to synchronize the expenditure year and the tax income year. Public education is that type of enterprise which should be run upon a cash basis. In the very nature of things, the taxpayer expects that his money will be used to pay the expenses of the current year and will not be used for the purpose of accumulating cash reserves nor for the payment of indebtedness for past current expense. Proper school accounting requires that every effort be made by the school administrator to have funds available at the beginning of the school year so that there are never large sums on hand but enough to carry the enterprise smoothly through its annual course. Here, schoolmen are confronted with great difficulties but more and more should this problem be studied so that current borrowings are reduced, time warrants for the payment of teachers are eliminated, and school materials and supplies are paid for as they are purchased.

Of equal importance is the safeguarding of school funds while on deposit. As money passes along from its source to its final disposition, it becomes frequently necessary to provide adequate surety. Boards of education have suffered so greatly from losses due to personal surety that it ought to be a fixed rule for them to safeguard funds only through the bond of a surety organization of national strength. A proper program of surety bonding nation-wide in scope will go far towards saving school systems thousands of dollars.

Money held on deposit in banks by school boards frequently bear a rate of interest not at all commensurate with the amount of business done by the board of education, nor to the character of the board of education as a patron of the bank. High rates are frequently charged school boards when they borrow and inordinately low rates allowed school boards on large amounts on deposit. There is no reason, except political interference or personal gain, why the funds of the taxpayer should not be allowed such interest accruals as are granted private funds. In other words, failure to secure that which rightfully belongs to public education involves as serious a charge against good business administration as the loss of that money which has already become a part of the school funds.

Financial accounting as such has, in most cases in the past, been limited to a mere distribution of the expenditures and a mere acknowledgment of the receipts of a school system. Analysis of the accounting programs of state school systems shows that very little has been done in speaking of nation-wide con-

ditions to place the even distribution of expenditures upon a proper accounting basis. Much of financial accounting is still done in terms of the object of purchase and the character and the location of the expenditures are frequently ignored. Functional distribution of costs are lacking in most school systems. State-wide programs of financial accounting procedures are recognized as desirable. These should conform in the main to the requirements of the national bodies interested in school financial reporting. The past few years have witnessed considerable improvement. The next ten years should witness a complete change in the expenditure accounting aspects of the program.

Property accounting in most school systems has received little attention. Inventories exist only in part. Accounting for indebtedness is meagerly done. The practices with respect to the insurance of buildings and equipment leave much to be desired. Here is a field to which the schoolman must give more attention. Better accounting practices for properties which are required by boards of education will result in a demand for an analysis of the losses due to poor utilization or rapid deterioration. Communities spending \$100,000 to \$500,000 in one lump sum for a school plant have a right to ask whether sufficient administrative skill has been used in the erection and planning, and whether such skill is further employed in the utilization of the plant. Morphet's study¹ of 58 high schools indicates an average room-utilization of only 68 per cent, and an average pupil-station-utilization of only 38 per cent in schools which the executives consider to be severely taxed. Bearing in mind that these same buildings cost somewhere between 30 cents and 50 cents a cubic foot, and that the cost of a classroom ranges between \$10,000 and \$15,000, it should be clear that the administrator has a responsibility for securing an adequate return on the investment. Again, improvement in accounting practice is desirable.

The obligation of the administrative group of the school systems of the state is to provide that program and plan of accounting which will enable them and their school boards to act intelligently on expenditures and upon the appropriations which they seek. No administrative group should be willing to allow any aspect of accounting to go by default. It is only through such a program that the school administrator may appear before the representatives of the sources of funds and present a case which is sufficiently strong to enable the further necessary increase of moneys for public education.

¹Morphet, E. L. Measurement and Interpretation of School Building Utilization. Bureau of Publications, Teachers College, Columbia University, 1927.



DR. PITTMAN PLEASURES SCHOOL ADMINISTRATORS

THE LECTURES given by Dr. M. S. Pittman of the Michigan State Normal School were well received by the superintendents in attendance at the Administrators Meeting in Columbia, January 15th to 19th. Dr. Pittman appeared on the program for four lectures as follows: "The Pentagonal Problem of the Public School," "Capitalizing the County Superintendent's Annual Visit," "The County Superintendent as a Leader of Thought" and "Systematic Supervision of Instruction versus Other Kinds."

The Pentagonal Problem of Public Education

Speaking on this subject Dr. Pittman described the responsibility of the state as a complex one, limited only by the ability of the State to give and the pupil to receive education. The five angles of the state's problem are, according to this educator:

1. The angle of organization and administration.
2. The angle of financial support.
3. The angle of teaching personnel.
4. The angle of curriculum content.
5. The angle of pedagogical adjustment and inspiration.

Discussing these only in their application to rural schools, Dr. Pittman said that it was natural that our pioneer system should have

been what it was because of the weakness of the larger units of government, because of the fear which the people had of centralized government, and because of the simplicity of the educational needs of these pioneers. Rapidly changing conditions have, however, destroyed the effectiveness of this pioneer machinery of administration and organization. The growth of cities has necessitated the union of school districts, the centralization and fixing of authority and responsibility. Cities have quickly made the change necessary to changing conditions.

The rural schools, he said, are still far behind in the matter of teaching personnel, though some improvement is being made. He charged that this difference between the teaching standards of rural and urban schools is an exposition of the weakness of educational leadership, the shortsightedness of legislators, and the spinelessness of the average citizen.

Dr. Pittman eloquently described the environment of the rural school as furnishing a wealth of curriculum material, provided we have a teacher who can use and interpret it. In this environment the problem of the curriculum need not be a matter of gigantic proportions if dealt with in a spirit of sane philosophy.

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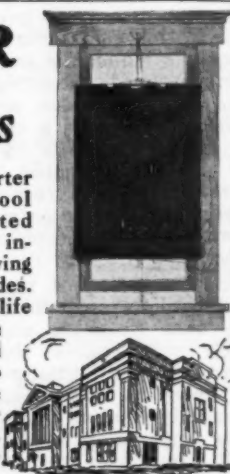
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Fall Quarter:

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From the angle of Pedagogical Adjustment and Inspiration Dr. Pittman sees adequate supervision as the great need. Individualism, lack of scientific means for measuring the results of supervision, and lack of definite objectives have hindered progress in the development of efficient supervision. The need for supervision in rural schools is pressing, said the speaker. One hundred sixty thousand teachers work unaided in one teacher schools. Many others work in systems too small to furnish adequate supervisory service. If we had supervisors adequate in number and of the proper quality, said the speaker, teachers would have more inspiration, pupils more stimulus, and adjustments in the other phases of education would be hastened.

Concluding he said:

"As well wishers of and as servants of the public good, we are commissioned and challenged to strive for such reorganization in all these respects as will justify the states' educational authority and serve the best interests of her people."

But in the rural districts changes have been far less rapid, consequently we have retained in these districts the original organization for half a century after it was outgrown. In order that all children may be educated and all wealth bear its just share of the burden, larger organizations must be wisely set up and justly administered.

Financial support has also become entangled with this problem of concentration,

said Dr. Pittman. Visible wealth was practically all the wealth when our present system of school organization was set up. Today visible wealth is only a small fraction of our total assets. When land represented the great bulk of wealth and when farming was the most profitable of industries there was justice in the idea that each district should support its own schools. The reversal of these conditions have made a shifting of support necessary. The differences in assessed wealth back of each child are today both startling and appalling. The difference between adjoining districts is often as great as ten to one, and within counties sometimes as great as fifty to one. New methods of taxing intangible wealth, new ways of apportioning tax incomes in proportion to the needs of the children must be found. That the air is full of proposals is a good omen. Such proposals must not only be conceived, they must be planned for, fought for defended, established. This said Professor Pittman, is a stentorian challenge to every American citizen to the end that all wealth may be taxed where it is for the education of the children where they are, and that justice to both child and taxpayer may be established.

On the subject of Teaching Personnel, the speaker said that the end of all organization and taxation is to establish connections between the child and the right kind of teacher. Anything short of this he denounced traitorous to the high ideals of American education.

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ITEMS of INTEREST

MICHIGAN FOLLOWS MISSOURI, BUILDS A HEADQUARTERS BUILDING

The new office building of the Michigan Education Association at Lansing is shown above. It is a three story brick and stone structure, costing approximately \$75,000, including the site. It embodies the latest type of office building efficiency to which is added the beauty of American Colonial architecture. It is located at 935 North Washington Avenue, just outside the Lansing business district. This location gives the quiet and convenience of a residence environment, having the special advantage of ample parking space for automobiles.

This new structure is now the headquarters for an organization of more than thirty thousand teachers and school executives of Michigan. Membership in the Michigan Education Association includes approximately ninety-five per cent of all the teachers, principals, supervisors, and superintendents of public schools in Michigan. This organization

formerly was known as the Michigan State Teachers Association. The name was changed to more accurately signify the objectives of the Association, namely, to promote educational interests and to elevate the profession of teaching.

Executive offices of the various departments of the Michigan Education Association were moved to the new building early in January. On the main floor are the offices of the Executive Secretary, E. T. Cameron, The Michigan Education Journal (official publication of the Association), the assistant secretary, office help, also a reading room and library for members of the Association, and a board of directors' and committee room. On the second floor is the Teachers Placement Bureau of the Association and the display rooms, receiving and shipping rooms of the Michigan Reading Circle. This department supplies at cost to school libraries books from the preferred list recommended by the State Superintendent of Public Instruction and the State Librarian.



MICHIGAN HEADQUARTERS BUILDING FOR HER EDUCATION ASSOCIATION.

The third floor of the new building is being leased to the Teachers' Retirement Fund Board.

Several modern features are included in the structure, which is finished in a rustic oriental brick, with the interiors done in tan and green. The wood finish is of the type known as "magnolia." The building is heated by an automatic oil burning system, and equipped with an automatic elevator. A dictograph interior telephone system has been installed, and between the offices on the second and third floors are semi-removable partitions.

A striking feature is the beautiful lobby, on the main floor, which is indirectly lighted.

In the basement are located a work-room,

boiler-room, storage room, janitor's headquarters and office rooms. E. T. Cameron, executive secretary of the association, will occupy the office at the right of the lobby, on entering the building. At the left will be the office of Arthur H. Rice, who was added to the staff late in December, as managing editor of the Michigan Education Journal, monthly publication of the association. The library and reception room, open to teachers at all times, a room for meetings of the executive board, storage room, and offices of Miss Christine MacDonald, assistant secretary, Miss Virginia Ford, and Miss Dorothy Keast, book-keeper, are also included in the first floor plans.

AN EDUCATIONAL EXPERIMENT

An educational experiment carried on by the department of Rural Education of the Southeast Missouri State Teachers College at Cape Girardeau for several years has now become an established part of the college curriculum. It is the special course for Coun-

ty Superintendents of Missouri held for two weeks each January.

This is a thing unique to Southeast Missouri and is due very largely to the foresight, enthusiasm and indomitable energy of Miss Esther Knehans, specialist of the Faculty on



County Superintendents Who Took Recent Short Course in Cape Girardeau.

Those in attendance, as grouped in the picture are: Front row, from left to right—James H. Brand, Crawford County; Tom G. Douglas, Dunklin County; Ed. C. Offutt, Audrain County; Miss Vivian Gaty, Ste. Genevieve County; Fred L. Cole, Washington County; Mrs. Rubye Thompson, Mississippi County. Standing,

from left to right—Charles Randall, Wayne County; R. B. Wilson, Jefferson County; Albert Click, Dent County; George W. Hanson, Iron County; Miss Vera M. Abbott, Perry County; A. F. Borberg, Franklin County; Wilbur M. Welker, Bollinger County; Grover M. Cozean, Madison County.

Rural Education, for no matter in which department the credit is given hers is the guiding hand which outlines and determines the general contents of each course.

While a general meeting of county superintendents had been held at the Teachers College for several years previously it was not until 1925 that a course carrying college credit was first offered. That year the title of the course was "Supervision of Rural Schools," in 1926 "Rural Sociology," in 1927 "The Organization and Administration of Boys and Girls Clubs in Rural Schools," in 1928 "English Methods," and in 1929 "Rural School Agriculture."

Before each course is offered every one enrolled is required to read and review at least one book on the field to be covered, some years several books are thus assigned. The courses themselves were composite lectures being given by members of the faculty from several departments, but all closely coordinated.

Not the least helpful feature of each course has been the housing of superintendents in one of the college dormitories, thus affording abundant opportunities for social intercourse and mutual help in the discussion of professional problems.

The attendance has been from twelve to fifteen each year, the 1929 enrollment being the largest number of any year, fifteen county superintendents.

TYPICAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION

The high school curriculum is not the take-it-or-leave-it-alone sort of offering that it is sometimes represented as being according to Bulletin Number I, 1928, Bureau of Education, for one-half of the pupil's work is mapped out for him in the typical high school of the United States. That is, one-half the average curriculum is required. In the case of smaller schools, three-fifths of the work is thus prescribed and the larger schools list two-fifths of the total as the constants. In one-third of the states, physical education is required. In the larger schools where fewer constants are required, 90% of them safe-guard the schedules of the pupils by requiring curriculum selection and free election is limited to one-fourth or less of the pupil's work.

What is termed the speediest and most extensive educational exhibit ever presented will be displayed Monday night, February 25 as a part of the program of the Department of Superintendence at Cleveland. This exhibit will use two hundred performers ranging from the kindergarten to adults. The program will consist of demonstrations of teeth examination, weighing and measuring children and other work of special departments. Sport tableaux in which every game played by the public schools will be represented will be features of the exhibit. The grand finale will consist of a Virginia Reel in which twenty-one sets will perform.

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School Administrators Hold Helpful Meeting

ON JANUARY 15th to 19th was held in Columbia the annual meeting of the Missouri School Administrators Association composed of City and County Superintendents, Principals and members of Board of Education. Despite bad weather and difficult roads the attendance was up to the standard, and the enrollment exceeded that of any previous meeting.

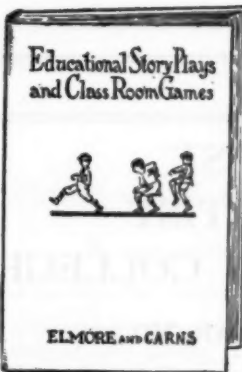
The four outstanding speakers were Doctors M. S. Pittman, N. L. Englehardt, Laura Zirbes and Commissioner F. P. Graves. Each of these delivered several addresses.

Resolutions

Among the resolutions adopted were to urge larger membership in the N. E. A. and a large attendance at its summer meeting at Atlanta, Georgia and to ask the Legislature

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to make appropriation for an adequate building to house the rapidly growing school of education at Missouri University, and one urging the Governor to support measures in the present Legislature to relieve the present financial distress of the schools of Missouri.

Addresses

Some of the addresses or their abstracts are printed on other pages of this issue. Still others will be reported later.

Officers

Supt. L. E. Zeigler of Maryville who served last year as Vice-President was elected President for the ensuing year. G. V. Bradshaw, Superintendent of Schools at Canton was re-elected Secretary-Treasurer. Superintendent Chas. A. Banks of University City was elected Vice-President. C. A. Kitch, Jr., Superintendent of King City and Supt. E. E. Neely of Mt. Grove were elected to the Executive Committee.

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For grades three, four, five and six each book covers a year's work in nature study and health education. The purpose of these books is, in the first place, to plan lessons simple enough to place in the hands of children and interesting enough to bring the children real enjoyment as they learn more about the nature world in which they live; in the second place, to arrange workable lessons for the busy teacher who finds her daily program filled to the last minute.

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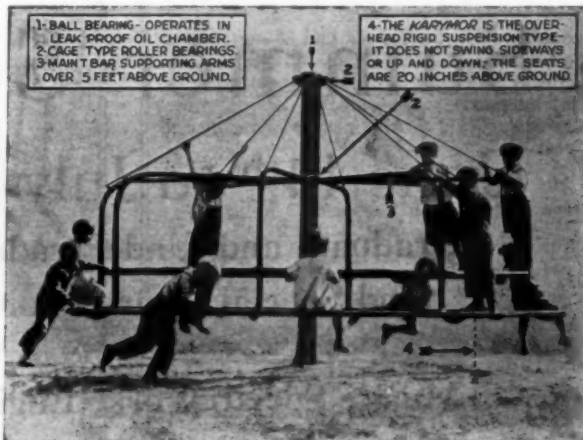
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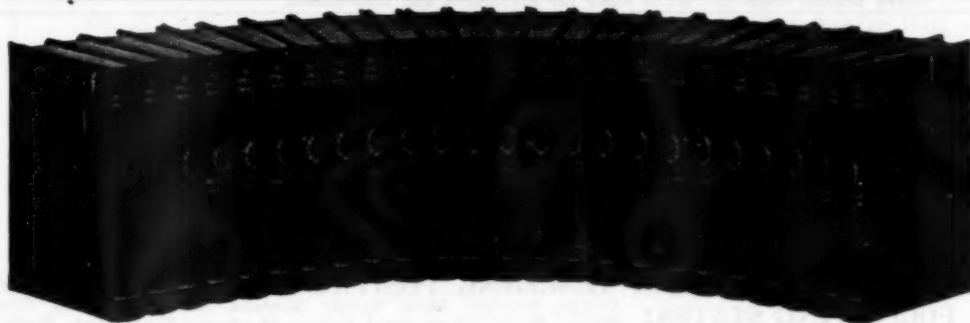
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Chairman Broome announced that the committee would not investigate or probe the civic organizations but would make a study of facts as a foundation for a statement of principals which will aid school officials in dealing with the question of propaganda in the schools.

In the December Bulletin to teachers of Andrew County, County Superintendent Cecil Jenkins stresses the teaching of health, arithmetic and language helps, penmanship, reading charts and oiled floors.

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